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ABSTRACT

This document is arranged in three parts. Part I reviews the local educational agencies' (LEA's) Elementary Secondary Education Act (ESEA) Title I programs for fiscal year 1975. This review includes the following sections: program achievements in reading and mathematics for the regular term and for the summer term, statistical overview of Title I in Kansas (school enrollment, geographic distribution of program sites, participation by grade level, by activity, by race, by sex, and by public/nonpublic school attendance, and Title I expenditures), program operation in LEAs (attendance centers, staffing, parent advisory councils, materials, and evaluation tests), and program operation for the State Educational Agency (Title I section organizational chart, professional staff, staff services, and program management). Programs in State institutions for neglected and delinquent children are dealt with in Part II of this report. Included in this section are an introduction, an overview of the programs (background, participants, achievements, staff personnel, inservice training), and state administration (program development, program approval and implementation, program evaluation, program dissemination, and major problem areas). Three appendices comprise Part III: two data collection instruments, and a computer printout of the regular term student data summary. (Author/AM)

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KANSAS

Annual Evaluation Report 1975

ED 016 237

Vol. I Title I, E.S.E.A. Projects in Local Educational Agencies
Programs for Neglected and Delinquent Children

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INTRODUCTION

Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10 provides federal funds for compensatory educational programs designed for children living in areas with high concentrations of low income families. The basic aim of this legislation was to expand and improve educational opportunities for economically and educationally deprived children.

The program was initiated during the 1965-66 school year. Considerable knowledge was accumulated the first year concerning the needs of educationally deprived children. The local educational agencies implemented programs in 1966-67 with considerable confidence and planning, providing evidence that education of underprivileged children was on its way. The 1967-68 school year found local educational agencies capitalizing upon knowledge and experience in planning and implementing programs that were proven and documented. Experience and wisdom amassed in the first three years were evident in the 1968-69 programs. In 1969-70 programs, local educational agencies deleted undeserving activities and concentrated on fewer children, thus implementing programs more in line with the intent of the Act. The following year (1970-71) saw the continued refinement of programs. Advisory committees became mandatory. The year 1971-72 marked the entry of comparability of attendance centers along with the establishment of more elaborate needs assessment techniques. Accountability became the password in 1972-73 and a Systems Manual for Management providing a depository of documentation was developed and tested in five of the largest local educational agencies with plans for statewide implementation in 1973-74.

An annual evaluation of all ESEA Title I, Public Law 89-10 programs is required by federal mandate. The FY 1975 Title I program evaluations have been completed by the local educational agencies and are on file in the state Title I Office. This, the state report, has been developed to supply the U. S. Office of Education program information collected by the state educational agency from the local educational agencies.

The state educational agency approved public school programs for economically and educationally deprived children during fiscal year 1975 distributing a total grant of $11,747,773.

Of the total distributed, 91% was for support of regular term Title I activities and 9% was for support of summer term activities.

A total of 34,305 students (unduplicated count) participated in Title I activities in LEA's during the fiscal year.

29,289 participated in regular term activities
11,320 participated in summer term activities
6,304 participated in both regular and summer term activities

Of Kansas' 309 Unified School Districts, 279 participated in the P.L. 89-10, Title I program.

242 USD's conducted regular term activities
112 USD's conducted summer term activities
75 USD's conducted both regular and summer term activities

Programs in State Institutions for Neglected and Delinquent Children (P.L. 89-750) are treated in Part II of this report.

ACKNOWLEDGEMENT

Appreciation is expressed to Kenneth Gentry, Title I Director, Kansas State Department of Education and to the Title I Staff for assistance in compilation of this report.

Acknowledgement is due also to the Administrators, Teachers, Federal Program Coordinators and Title I program personnel in Local Educational Agencies and in State Institutions for Neglected and Delinquent Children for their contributions in the formulation of the raw data upon which this report is based.

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Part I — Programs in LEA's

I. Program Achievements—Regular Term

I. Program Achievements – Regular Term

A. Achievements in Reading

Both pre-test and post-test grade equivalent scores were reported for 19,688 (78%) of the 25,159 students participating in regular term Title I reading activities. Statewide, participating students demonstrated an average 1.33 months reading gain per month of instruction during the reporting period (regular term FY 1975).

In the years prior to the current reporting period, the same group of students had demonstrated an average .72 month reading gain per month of instruction*

Average Reading Gains by Grade
(Months Gain per Month of Instruction)

	Current Year Average Gain	Prior Years Average Gain
Pre-Kindergarten	2.56	–
Kindergarten	1.12	–
Grade 1	1.16	1.22
Grade 2	1.38	.76
Grade 3	1.27	.70
Grade 4	1.16	.67
Grade 5	1.28	.66
Grade 6	1.32	.64
Grade 7	1.78	.64
Grade 8	1.66	.64
Grade 9	1.34	.61
Grade 10	1.14	.62
Grade 11	1.20	.54
Grade 12	1.41	.59
Ungraded	1.63	–
Combined	1.33	.72

*Prior years gains were computed by dividing pre-test grade equivalent scores by a student's actual grade level.

Percent of Reading Participants in each grade level who demonstrated . . .

Grade Level	less than zero reading gain per month of instruction	zero to .7 months reading gain per month of instruction	.71 to 1 month reading gain per month of instruction	1.01 to 1.50 months reading gain per month of instruction	1.51 or more months reading gain per month of instruction	
Grade 1	1%	37%	21%	19%	22%	100%
Grade 2	3%	21%	18%	22%	36%	100%
Grade 3	5%	26%	16%	19%	34%	100%
Grade 4	8%	28%	15%	18%	31%	100%
Grade 5	9%	24%	13%	17%	37%	100%
Grade 6	10%	23%	13%	18%	36%	100%
Grade 7	12%	16%	10%	15%	47%	100%
Grade 8	14%	16%	11%	10%	49%	100%
Grade 9	19%	19%	8%	10%	44%	100%
Grade 10	22%	18%	6%	12%	42%	100%
Grade 11	25%	28%	3%	9%	35%	100%
Grade 12	31%	12%	8%	8%	41%	100%
Combined	7%	24%	15%	18%	36%	100%

In general, it can be said that the education gap (reading) between participating educationally deprived children and average children of the same age (the national norm) is being closed when months of gain per month of instruction is greater than one.

If a child achieves at a rate ...	The reading gap is being ...
Greater than 1	Closed
Of 1	Maintained
Less than 1	Widened

In Kansas, 54% of all participants for whom reading data was reported demonstrated gains in excess of one month per month of instruction. In other words, among this population of students who have in prior years been falling farther behind their peers, the widening educational gap has been reversed (narrowed) for 54% of the students and the rate at which the gap has been widening was reduced for another 15% (approximately) of participants.

Of all tested reading participants, 54% demonstrated more than one month gain per month of instruction. Below is a listing, by grade, of reading participants who demonstrated gains of more than one month per month of instruction.

	% who demonstrated more than one month reading gain per month of instruction
Grade 1	41%
Grade 2	58%
Grade 3	53%
Grade 4	49%
Grade 5	54%
Grade 6	54%
Grade 7	62%
Grade 8	59%
Grade 9	54%
Grade 10	54%
Grade 11	44%
Grade 12	49%
Combined	54%

B. Achievements in Math

Both pre-test and post-test grade equivalent scores were reported for 4,250 (50%) of the 8,475 students participating in regular term Title I math activities. Statewide, participating students demonstrated an average 1.31 months math gain per month of instruction during the reporting period. In the years prior to the current reporting period, the same group of students had demonstrated an average .84 months math gain per month of instruction.

Average Math Gains by Grade
(Months Gain per Month of Instruction)

	Current Year Average Gain	Prior Years Average Gain
Pre-Kindergarten	.98	–
Kindergarten	1.07	–
Grade 1	1.18	1.30
Grade 2	1.09	.86
Grade 3	1.45	.76
Grade 4	1.29	.74
Grade 5	1.40	.72
Grade 6	1.50	.71
Grade 7	1.31	.73
Grade 8	1.54	.71
Grade 9	1.56	.63
Grade 10	–	–
Grade 11	–	–
Grade 12	–	–
Ungraded	1.12	–
Combined	1.31	.84

Percent of Math Participants in each grade level who demonstrated . . .

Grade Level	less than zero math gain per month of instruction	zero to .7 month math gain per month of instruction	.71 to 1 month math gain per month of instruction	1.01 to 1.50 months math gain per month of instruction	1.51 or more months math gain per month of instruction	
Grade 1	1%	31%	18%	24%	26%	100%
Grade 2	4%	23%	19%	32%	22%	100%
Grade 3	4%	17%	15%	23%	41%	100%
Grade 4	6%	21%	15%	21%	37%	100%
Grade 5	6%	19%	13%	22%	40%	100%
Grade 6	5%	17%	14%	18%	46%	100%
Grade 7	13%	22%	14%	17%	34%	100%
Grade 8	11%	16%	11%	20%	42%	100%
Grade 9	12%	21%	12%	9%	46%	100%
Grade 10						
Grade 11	Too few reported to provide meaningful data					
Grade 12						
Combined	5%	22%	16%	23%	34%	100%

The trend toward a widening gap in math achievement was reversed for 57% of math participants.

Of all tested math participants, 57% demonstrated more than one month gain per month of instruction. Below is a listing, by grade, of math participants who demonstrated gains of more than one month per month of instruction.

Grade Level	% who demonstrated more than one month math gain per month of instruction
Grade 1	50%
Grade 2	54%
Grade 3	64%
Grade 4	58%
Grade 5	62%
Grade 6	64%
Grade 7	51%
Grade 8	62%
Grade 9	55%
Grade 10	Too few reported to provide meaningful data.
Grade 11	
Grade 12	
Combined	57%

II. Program Achievements—Summer Term

II. Program Achievements – Summer Term

Because of the short time span encompassed by summer term Title I activities, an adjective scaling technique rather than a pre-test – post-test differential technique was used for evaluating participants in summer term activities.

For each summer participant in Title I reading or math, an evaluation form was completed by that student's teacher. Both for reading and for math, the form listed six skill areas and provided a format for the teacher to subjectively rate each student's skill level at the beginning of the summer term and then to describe each student's progress in each skill area at the end of the summer term. Examples of the reporting forms used are included on the following two pages.

A. Achievements in Reading

Summer term reading participants were evaluated in six skill areas.

	At beginning of summer term, percent of participants whose skill level was rated ...		
Reading Skill Areas	Well Below Normal	Slightly Below Normal	Normal or Above
Dictionary Skills	38%	44%	18%
Word Meaning	38%	44%	18%
Comprehension	41%	41%	18%
Sight Words	37%	41%	22%
Phonetic Analysis	43%	41%	16%
Structural Analysis	44%	43%	13%

A total of 7,295 students participated in summer term reading activities. Some participated only in summer activities and some had also participated in regular term activities.

Name of Student

(Cut off name before submitting to KSDE.)

Teacher: Fill out one Student Evaluation Form for each summer Title I Reading student.

STUDENT EVALUATION FORM

Summer Title I

READING

USD No. _____ (1 - 3)

KSDE Use [1] (4 - 7)

Grade Level _____ (8 - 9)

Reading Skill Areas		At the beginning of the Summer this student's skill is . . . Well Below Normal	Slightly Below Normal	Normal or Above			At the end of the Summer program, this student has shown . . . Very little if any Improvement	Slight Improvement	Moderate Improvement	Much Improvement	
Dictionary Skills	1.	1	2	3	(10)	7.	1	2	3	4	(16)
Word Meaning	2.	1	2	3	(11)	8.	1	2	3	4	(17)
Comprehension	3.	1	2	3	(12)	9.	1	2	3	4	(18)
Sight Words	4.	1	2	3	(13)	10.	1	2	3	4	(19)
Phonetic Analysis	5.	1	2	3	(14)	11.	1	2	3	4	(20)
Structural Analysis	6.	1	2	3	(15)	12.	1	2	3	4	(21)

For each skill area put an "X" in the box which best describes the student's skill level at the beginning of the summer program.

For each skill area, put an "X" in the box which best describes the student's progress during the summer program.

You need evaluate each student only in those skill areas in which you will provide instruction during the summer program.

If you think explanatory comment is needed, use this space.

Name of Student

(Cut off name before submitting to KSDE.)

Teacher: Fill out one Student Evaluation Form for each summer Title I Math student.

STUDENT EVALUATION FORM

Summer Title I

MATHEMATICS

USD No. _____ (1 - 3)

KSDE Use [2] (4 - 7)

Grade Level _____ (8 - 9)

Math Skill Areas		At the beginning of the Summer this student's skill is . . . Well Below Normal	Slightly Below Normal	Normal or Above			At the end of the Summer program, this student has shown . . . Very little if any Improvement	Slight Improvement	Moderate Improvement	Much Improvement	
Comprehension of Numeration System	1.	1	2	3	(10)	7.	1	2	3	4	(16)
Basic Addition/Subtraction	2.	1	2	3	(11)	8.	1	2	3	4	(17)
Basic Multiplication/Division	3.	1	2	3	(12)	9.	1	2	3	4	(18)
Concepts/Operations with Fractions/Decimals	4.	1	2	3	(13)	10.	1	2	3	4	(19)
Measures/Calculations for Lengths/Areas/Volumes	5.	1	2	3	(14)	11.	1	2	3	4	(20)
Algebraic Concepts/Operations	6.	1	2	3	(15)	12.	1	2	3	4	(21)

For each skill area put an "X" in the box which best describes the student's skill level at the beginning of the summer program.

For each skill area, put an "X" in the box which best describes the student's progress during the summer program.

You need evaluate each student only in those skill areas in which you will provide instruction during the summer program.

If you think explanatory comment is needed, use this space.

20

Summer Progress Description – Dictionary Skills

Grade Level	At end of summer, percent of participants who have shown ... Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	–	–	–	–
Grade 1	28%	35%	29%	8%
Grade 2	27%	32%	30%	11%
Grade 3	20%	43%	29%	8%
Grade 4	22%	37%	33%	8%
Grade 5	24%	41%	29%	6%
Grade 6	26%	38%	31%	5%
Grade 7	18%	35%	36%	11%
Grade 8	19%	37%	34%	10%
Grade 9	36%	36%	28%	0%
Grade 10	16%	48%	28%	8%
Grade 11	33%	33%	29%	5%
Grade 12	0%	50%	50%	0%
Ungraded	12%	21%	52%	15%
All grades combined	23%	38%	31%	8%

Summer Progress Description – Word Meaning

At end of summer, percent of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	11%	50%	34%	5%
Grade 1	16%	49%	29%	6%
Grade 2	17%	42%	33%	8%
Grade 3	17%	40%	34%	9%
Grade 4	19%	42%	31%	8%
Grade 5	18%	43%	33%	6%
Grade 6	21%	38%	35%	6%
Grade 7	15%	31%	38%	16%
Grade 8	17%	30%	40%	13%
Grade 9	25%	47%	25%	3%
Grade 10	19%	41%	31%	9%
Grade 11	29%	38%	29%	4%
Grade 12	0%	50%	50%	0%
Ungraded	6%	22%	54%	18%
All grades combined	18%	41%	33%	8%

Summer Progress Description – Comprehension

At end of summer, percent of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	9%	44%	40%	7%
Grade 1	17%	41%	34%	8%
Grade 2	16%	40%	34%	10%
Grade 3	15%	40%	35%	10%
Grade 4	16%	40%	34%	10%
Grade 5	18%	39%	33%	10%
Grade 6	20%	33%	37%	10%
Grade 7	16%	25%	39%	20%
Grade 8	15%	27%	38%	20%
Grade 9	11%	41%	42%	6%
Grade 10	16%	39%	26%	19%
Grade 11	29%	25%	38%	8%
Grade 12	–	–	–	–
Ungraded	18%	30%	38%	14%
All grades combined	17%	38%	35%	10%

Summer Progress Description – Sight Words

At end of summer, percent of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	16%	39%	32%	13%
Grade 1	18%	37%	34%	11%
Grade 2	15%	38%	36%	11%
Grade 3	13%	40%	36%	11%
Grade 4	17%	43%	31%	9%
Grade 5	20%	43%	29%	8%
Grade 6	20%	42%	31%	7%
Grade 7	22%	29%	34%	15%
Grade 8	16%	30%	40%	14%
Grade 9	28%	45%	24%	3%
Grade 10	19%	52%	22%	7%
Grade 11	30%	36%	30%	4%
Grade 12	–	–	–	–
Ungraded	25%	25%	37%	13%
All grades combined	17%	40%	33%	10%

Summer Progress Description – Phonetic Analysis

At end of summer, percent of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	19%	35%	29%	17%
Grade 1	18%	38%	33%	11%
Grade 2	16%	38%	35%	11%
Grade 3	16%	42%	33%	9%
Grade 4	19%	41%	34%	6%
Grade 5	18%	44%	30%	8%
Grade 6	22%	38%	32%	8%
Grade 7	16%	39%	33%	12%
Grade 8	16%	46%	27%	13%
Grade 9	19%	49%	26%	6%
Grade 10	18%	46%	29%	7%
Grade 11	27%	23%	45%	5%
Grade 12	–	–	–	–
Ungraded	20%	24%	38%	18%
All grades combined	18%	40%	33%	8%

Summer Progress Description – Structural Analysis

At end of summer, percent of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	15%	46%	25%	14%
Grade 1	24%	40%	29%	7%
Grade 2	19%	42%	32%	7%
Grade 3	21%	42%	31%	6%
Grade 4	22%	40%	32%	6%
Grade 5	20%	47%	27%	6%
Grade 6	23%	39%	33%	5%
Grade 7	14%	36%	38%	12%
Grade 8	16%	38%	35%	11%
Grade 9	26%	48%	26%	0%
Grade 10	14%	51%	28%	7%
Grade 11	27%	36%	32%	5%
Grade 12	–	–	–	–
Ungraded	25%	25%	34%	16%
All grades combined	21%	41%	31%	7%

B. Achievements in Math

Summer term math participants were evaluated in six skill areas.

Math Skill Areas	At beginning of summer term, percent of participants whose skill level was rated ... Well Below Normal	Slightly Below Normal	Normal or Above
Comprehension of Numeration System	25%	41%	34%
Basic Addition/Subtraction	27%	44%	29%
Basic Multiplication/Division	43%	41%	16%
Concepts/Operating with Fractions/Decimals	55%	36%	9%
Measures/Calculations for Lengths/Areas/Volumes	49%	37%	14%
Algebraic Concepts/ Operations	64%	27%	9%

A total of 6,686 students participated in summer term math activities. Some participated only in summer activities and some had also participated in regular term activities.

Summer Progress Description – Comprehension of Numeration System

At end of summer, percent of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	17%	33%	35%	15%
Grade 1	20%	36%	33%	11%
Grade 2	15%	36%	38%	11%
Grade 3	18%	37%	36%	9%
Grade 4	17%	37%	40%	6%
Grade 5	15%	39%	38%	8%
Grade 6	15%	41%	36%	8%
Grade 7	18%	29%	40%	13%
Grade 8	13%	29%	49%	9%
Grade 9	14%	66%	20%	0%
Grade 10	–	–	–	–
Grade 11	14%	27%	45%	14%
Grade 12	–	–	–	–
Ungraded	7%	39%	20%	34%
All grades combined	17%	37%	37%	10%

Summer Progress Description – Basic Addition/Subtraction

At end of summer, percent of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	27%	28%	35%	10%
Grade 1	15%	34%	36%	15%
Grade 2	11%	28%	43%	18%
Grade 3	13%	30%	40%	17%
Grade 4	16%	31%	41%	12%
Grade 5	12%	36%	41%	11%
Grade 6	12%	34%	44%	10%
Grade 7	19%	33%	35%	13%
Grade 8	17%	30%	42%	11%
Grade 9	22%	53%	22%	3%
Grade 10	–	–	–	–
Grade 11	9%	27%	55%	9%
Grade 12	–	–	–	–
Ungraded	10%	35%	23%	32%
All grades combined	14%	32%	40%	14%

Summer Progress Description – Basic Multiplication/Division

At end of summer, percent of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	–	–	–	–
Grade 1	36%	24%	24%	16%
Grade 2	17%	35%	35%	13%
Grade 3	19%	32%	33%	16%
Grade 4	17%	32%	34%	17%
Grade 5	13%	27%	42%	18%
Grade 6	13%	27%	46%	14%
Grade 7	19%	27%	33%	21%
Grade 8	13%	32%	38%	17%
Grade 9	22%	39%	36%	3%
Grade 10	–	–	–	–
Grade 11	14%	27%	41%	18%
Grade 12	–	–	–	–
Ungraded	3%	50%	50%	27%
All grades combined	16%	30%	37%	16%

Summer Progress Description – Concepts/Operations with Fractions/Decimals

At end of summer, percent of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	–	–	–	–
Grade 1	8%	36%	31%	25%
Grade 2	7%	29%	46%	18%
Grade 3	27%	27%	34%	12%
Grade 4	27%	7%	23%	13%
Grade 5	19%	28%	36%	17%
Grade 6	16%	31%	34%	19%
Grade 7	19%	24%	31%	26%
Grade 8	16%	24%	33%	27%
Grade 9	16%	24%	41%	19%
Grade 10	–	–	–	–
Grade 11	18%	18%	23%	41%
Grade 12	–	–	–	–
Ungraded	6%	72%	22%	0%
All grades combined	19%	30%	33%	18%

Summer Progress Description – Measures/Calculations for Lengths/Areas/Volumes

At end of summer, percent of participants who have shown ...

Grade Level	Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	–	–	–	–
Grade 1	9%	37%	30%	24%
Grade 2	6%	40%	39%	15%
Grade 3	23%	28%	40%	9%
Grade 4	28%	35%	28%	9%
Grade 5	20%	30%	39%	11%
Grade 6	27%	44%	25%	4%
Grade 7	22%	44%	24%	10%
Grade 8	31%	32%	24%	13%
Grade 9	25%	50%	25%	0%
Grade 10	–	–	–	–
Grade 11	19%	33%	29%	19%
Grade 12	–	–	–	–
Ungraded	14%	48%	7%	31%
All grades combined	22%	37%	31%	11%

Summer Progress Description – Algebraic Concepts/Operations

Grade Level	At end of summer, percent of participants who have shown ... Very little if any improvement	Slight improvement	Moderate improvement	Much improvement
Pre-Kindergarten	–	–	–	–
Kindergarten	–	–	–	–
Grade 1	27%	32%	23%	18%
Grade 2	5%	46%	39%	10%
Grade 3	38%	28%	30%	4%
Grade 4	37%	45%	16%	2%
Grade 5	36%	30%	28%	6%
Grade 6	44%	41%	11%	4%
Grade 7	30%	30%	33%	7%
Grade 8	38%	32%	18%	12%
Grade 9	37%	25%	25%	13%
Grade 10	–	–	–	–
Grade 11	–	–	–	–
Grade 12	–	–	–	–
Ungraded	–	–	–	–
All grades combined	34%	36%	23%	7%

III. Statistical Overview of Title I in Kansas

III. STATISTICAL OVERVIEW OF TITLE I IN KANSAS

A. Enrollment in Kansas Accredited Schools, Grades K-12, FY 1975.
(Kansas Educational Directory, 1974-75)

Public Schools	469,234
Non-Public Schools	31,758
Total	500,992

93.7% of the students attend public schools
6.3% of the students attend non-public schools

309 Public school districts enroll 469,234 students

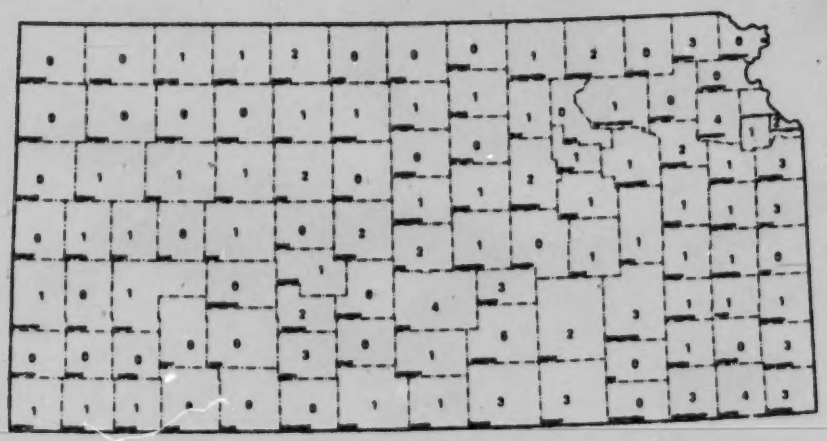
4 Unified School Districts (U.S.D.'s) have enrollments in excess of 10,000 students (K-12)
The largest school district has 11.2% of total state enrollment
The two largest school districts have 20.0% of total state enrollment
The three largest school districts have 26.4% of total state enrollment
The four largest school districts have 30.6% of total state enrollment

7 U.S.D.'s have enrollments of between 5,000 and 9,999 students
Collectively they enroll 10.2% of the state's students

197 U.S.D.'s have enrollments of between 500 and 4,999 students
Collectively they enroll 52.6% of the state's students

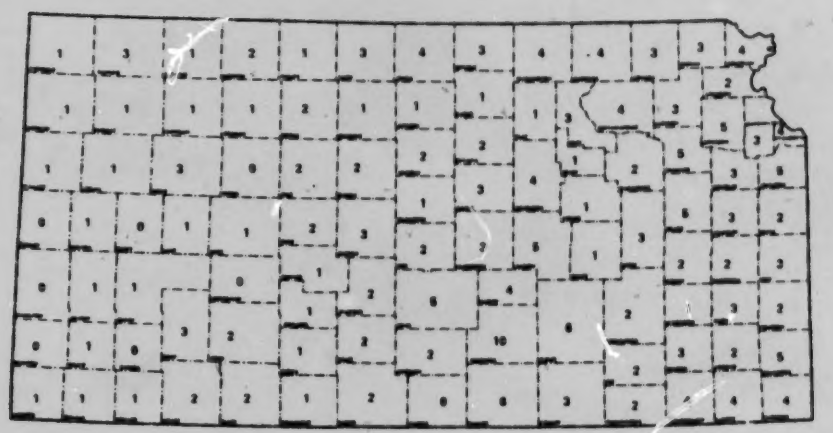
101 U.S.D.'s have enrollments of 499 or fewer students
Collectively they enroll 6.6% of the state's students

B. Geographic Distribution of Regular Term Title I Program Sites



The number placed in each county represents the number of local educational agencies in that county operating regular term Title I programs during the 1974-1975 school year. Generally, school district boundaries do not coincide with county boundary lines. The location of the major attendance center and the school district's central office determined the county designation.

C. Geographic Distribution of Summer Term Title I Program Sites



D. Participating L.E.A.'s

Of Kansas' 309 Unified School Districts, 279 participated in the P.L. 89-10 Title I program.

242 LEA's conducted regular term activities
112 LEA's conducted summer term activities
75 LEA's conducted both regular and summer term activities

Participating LEA's conducted the following Title I activities:

Activity	Number of LEA's conducting Title I activities	
	Regular Term	Summer Term
Reading	217	91
Math	75	81
Social Sciences	4	4
Sciences	3	4
Language Arts	40	34
Speech Therapy	10	10
Guidance/Counselling	3	1
Medical Assistance	1	0
Home Visitation/Social Work	4	2
Learning Disabilities	6	3
Food/Meals	0	4
Physical Education for Handicapped	1	8
Other	37	21
Total LEA's participating	242	112

E. A total of 34,305 students (unduplicated count) participated in P.L. 89-10 Title I activities in LEA's during the fiscal year.

29,289 participated in regular term activities
11,320 participated in summer term activities
6,304 participated in both regular and summer term activities

By grade level student participation was distributed as follows:

	Number of Participants			
Grade Level	Regular Term	Summer Term	Total (Unduplicated)	% of All Participants
Pre-Kindergarten	363	475	572	1.7%
Kindergarten	1,920	607	2,187	6.4%
Grade 1	3,386	1,682	4,164	12.1%
Grade 2	4,714	1,598	5,417	15.8%
Grade 3	4,206	1,562	4,893	14.2%
Grade 4	4,134	1,571	4,825	14.0%
Grade 5	3,619	1,367	4,220	12.3%
Grade 6	3,109	1,025	3,560	10.4%
Grade 7	1,753	476	1.962	5.7%
Grade 8	1,024	307	1,159	3.4%
Grade 9	629	267	746	2.2%
Grade 10	178	70	209	.6%
Grade 11	74	55	98	.3%
Grade 12	48	28	60	.2%
Ungraded	132	230	233	.7%
Total	29,289	11,320	34,305	100.0%

Slightly more than 50% of all FY 1975 participants were in third grade or below.

Since 1969 the percentage of participants in third grade or below has steadily increased:

1969 – 30.4% were 3rd grade or below
1970 – 37.8% were 3rd grade or below
1971 – 38.9% were 3rd grade or below
1972 – 40.2% were 3rd grade or below
1973 – 45.3% were 3rd grade or below
1974 – 46.7% were 3rd grade or below
1975 – 50.2% were 3rd grade or below

F. Distribution of Participants by Activity and by Grade Level*

Percent of Participants in each grade level who participated in Title I ...

Grade Level	Reading	Math	Language Arts	Science	Social Science	Health Phys.Ed.	Special Ed.	Vocational Education	Other
Pre-Kindergarten	22%	5%	0%	0%	0%	0%	0%	0%	78%
Kindergarten	76%	81%	LT 1%	0%	0%	LT 1%	0%	0%	50%
Grade 1	83%	41%	1%	LT 1%	0%	LT 1%	LT 1%	LT 1%	17%
Grade 2	91%	28%	1%	LT 1%	0%	LT 1%	LT 1%	LT 1%	12%
Grade 3	91%	21%	1%	LT 1%	0%	0%	0%	LT 1%	12%
Grade 4	90%	25%	1%	LT 1%	0%	0%	0%	LT 1%	14%
Grade 5	90%	23%	2%	LT 1%	0%	0%	LT 1%	0%	14%
Grade 6	89%	25%	2%	LT 1%	0%	0%	LT 1%	0%	16%
Grade 7	85%	18%	6%	LT 1%	0%	0%	1%	0%	1%
Grade 8	81%	24%	6%	LT 1%	0%	0%	4%	0%	2%
Grade 9	76%	16%	5%	0%	0%	0%	8%	0%	5%
Grade 10	59%	1%	9%	0%	0%	0%	23%	0%	17%
Grade 11	66%	3%	15%	0%	0%	0%	11%	0%	20%
Grade 12	85%	4%	19%	0%	0%	0%	2%	0%	8%
Ungraded	95%	11%	5%	0%	0%	0%	1%	0%	5%
All participants combined	86%	29%	2%		0%		1%		16%

*Some students participated in more than one Title I activity so percentage totals for each grade level exceed 100%.

G. Distribution of Participants by Race and by Grade Level

Grade Level	Percent of Participants in each grade level who were ... White	Black	Am. Indian	Puerto Rican	Mexican American	Oriental	Other or not Identified	Number of Participants
Pre-Kindergarten	37%	59%	1%	0%	2%	0%	1% = 100%	363
Kindergarten	49%	40%	LT 1%	LT 1%	7%	LT 1%	3% = 100%	1,920
Grade 1	70%	21%	2%	LT 1%	5%	LT 1%	2% = 100%	3,386
Grade 2	73%	20%	1%	LT 1%	4%	LT 1%	1% = 100%	4,714
Grade 3	72%	22%	1%	LT 1%	3%	LT 1%	1% = 100%	4,206
Grade 4	69%	24%	1%	LT 1%	4%	LT 1%	1% = 100%	4,134
Grade 5	69%	24%	1%	0%	4%	LT 1%	1% = 100%	3,619
Grade 6	65%	28%	1%	LT 1%	4%	LT 1%	1% = 100%	3,109
Grade 7	85%	10%	LT 1%	0%	4%	LT 1%	= 100%	1,753
Grade 8	85%	11%	1%	0%	3%	0%	= 100%	1,024
Grade 9	73%	18%	1%	LT 1%	5%	LT 1%	1% = 100%	629
Grade 10	76%	13%	1%	0%	1%	0%	1% = 100%	178
Grade 11	78%	11%	0%	0%	0%	0%	11% = 100%	74
Grade 12	77%	0%	2%	0%	0%	0%	19% = 100%	48
Ungraded	80%	20%	0%	LT 1%	0%	0%	0% = 100%	132
All participants combined	70%	23%	1%	LT 1%	4%	LT 1%	1% = 100%	
Number of Participants	20,483	6,755	245	20	1,194	63	529	29,289 Total

H. Distribution of Participants by Sex and by Grade Level

Grade Level	Percent of Participants in each grade level who were ... Male	Female
Pre-Kindergarten	50%	50%
Kindergarten	54%	46%
Grade 1	61%	39%
Grade 2	60%	40%
Grade 3	61%	39%
Grade 4	61%	39%
Grade 5	58%	42%
Grade 6	59%	41%
Grade 7	61%	39%
Grade 8	63%	37%
Grade 9	68%	32%
Grade 10	82%	18%
Grade 11	75%	25%
Grade 12	73%	27%
Ungraded	61%	39%
All participants combined	60%	40%

I. Distribution of Participants by Public/Non-Public School Attendance and by Grade

Grade Level	Percent of Participants in each grade level who attended ... Public Schools	Non-Public Schools
Pre-Kindergarten	100%	0%
Kindergarten	99%	LT 1%
Grade 1	96%	4%
Grade 2	95%	5%
Grade 3	96%	4%
Grade 4	95%	5%
Grade 5	96%	4%
Grade 6	96%	4%
Grade 7	98%	2%
Grade 8	98%	2%
Grade 9	100%	LT 1%
Grade 10	100%	0%
Grade 11	100%	0%
Grade 12	100%	0%
Ungraded	100%	0%
All participants combined	96%	4%

J. Title I Expenditures

An average of $342.45 in Title I funds was expended for each of the 34,305 students particpating in P.L. 89-10, Title I activities in LEA's during fiscal year 1975 (total expenditure = $11,747,773). This represents an increase of 8.4% over the $315.94 per student expenditure for fiscal year 1974.

For the 29,289 students participating in regular term activities, the average per student expenditure was $364.99 for the regular term.

For the 11,320 students participating in summer term activities, the average per student expenditure was $93.40 for the summer term.

For the 6,304 students participating in both regular and summer term activities, the average per student expenditure was $458.39.

Of the $11,747,773 Title I allocation $10,690,473 (91%) was expended for regular term activities.

During the regular term (9 months) 25,159 students participated in reading activities and 8,475 participated in math activities.

The average gain demonstrated by reading participants was 1.33 months gain per month of instruction.

The average prior years gain for reading participants was .72 month gain per month.

Accelerated rate of reading gain due to Title I participation:
(1.33 – .72) = .61 additional months gain per month of instruction

Total months of Title I reading instruction:
(25,159 participants X 9 months) = 226,431 months of Title I reading instruction

Total months of reading gain attributable to Title I participation:
(226,431 X .61) = 138,123 additional months of reading gain

The average gain demonstrated by math participants was 1.31 months gain per month of instruction.

The average prior years gain for math participants was .84 month gain per month.

Accelerated rate of math gain due to Title I participation:
(1.31 – .84) = .47 addition month gain per month of instruction

Total months of Title I math instruction:
(8,475 participants X 9 months) = 76,275 months of Title I math instruction

Total months of math gain attributable to Title I participation:
(76,275 X .47) = 35,849 additional months of math gain.

Total additional months of gain (reading and math) attributable to Title I:
(138,123 + 35,349) = 173,972 months of gain.

Cost (Title I expenditure) for each additional month of gain attributable to Title I: $10,690,473 ÷ 173,972 = $61.45*

*This amount does not take into account the expenditure of Title I funds for activities other than reading or math.

IV. Program Operation in LEA's

A. Attendance Centers

The 242 LEA's conducting regular term Title I activities contain a total of 1,430 public school attendance centers.

A total of 797 of those attendance centers were qualified as eligible for Title I activities as a result of local needs assessment.

Regular term Title I activities were actually conducted in 709 of the 797 eligible attendance centers.

The 112 LEA's conducting summer term Title I activity contain a total of 860 public school attendance centers.

A total of 452 of those attendance centers were qualified as eligible for Title I activities as a result of local needs assessment.

Summer term Title I activities are actually conducted in 239 of the 452 eligible attendance centers.

In 95% of the participating LEA's, grade equivalent scores were used as a basis for selecting individual student participants.

Most LEA's (75%) selected students with grade equivalent scores at least 7 months below grade level.

One-fourth of the LEA's selected students with grade equivalent scores more than one year below grade level.

B. Staffing

In participating LEA's a total of 1,425 funded personnel were employed in regular term Title I programs. Of that number 847 were dedicated full time and 578 were dedicated part-time to Title I activities. In addition, 94 volunteers worked in regular term Title I programs.

In summer term programs, a total of 1,436 funded personnel were employed. Of those, 594 were full time and 842 were part time. An additional 28 persons worked in a voluntary capacity.

Funded Title I Personnel

	Regular Term	Summer Term
Teachers		
Pre-Kindergarten	14	29
Kindergarten	45	23
Elementary Reading	609	470
Elementary Math	260	419
Elementary Science	4	0
Elementary Social Science	4	1
Elementary Language Arts	79	148
Elementary Other Subjects	19	69
Secondary—Any Subject	54	62
Teacher Aides		
Reading	336	186
Math	95	167
Science	1	3
Social Science	1	5
Language Arts	35	63
Other	88	47
Other		
Speech Therapist	14	9
Psychologist	13	2
Nurse	6	2
Social Worker	1	5
Tutor	26	3
Clerical	78	49
Administrator	107	100
Other	79	119
Totals*	1,425	1,436

*Some funded personnel worked in more than one reporting category but the totals reported are unduplicated counts.

In-service training is undertaken by Title I teachers in 80% of the participating LEA's. Teacher aides receive in-service training in 46% of the participating LEA's.

In-Service Training

Among LEA's where in-service training was received; Percent of LEA's employing . . .

	Local Workshops or Seminars	State or Regional Workshops /Seminars	College Classes for Credit	Professional Consultation	Counterpart Visitations
For Teachers	62%	38%	36%	15%	23%
For Teacher Aides (where aides are used)	71%	13%	10%	29%	7%

In 57% of the LEA's, teachers and teacher aides receive in-service training separately. Teachers and teacher aides receive in-service training jointly in 21% of the LEA's, and 22% of the LEA's employ both joint and separate training modalities for teachers and aides.

Among both teachers and aides, the primary emphasis of in-service training is on reading.

Among Title I teachers who received in-service training, the reported average was 23 hours per teacher during the year.

Among Title I teacher aides who received in-service training, the reported average was 13 hours per aide during the year.

Approximately $85,000 in Title I funds was expended for in-service training during the year.

C. Parent Advisory Councils

A total of 3,077 persons served as members of districtwide PAC's in participating LEA's. The size of district PAC's ranged from 3 members to 54 members with an average membership of 11.

Attendance center councils (building committees) ranged in size from one member to more than 60 members with an average membership of 6.

77% of PAC members were parents of public school Title I participants
3% of PAC members were parents of non-public school Title I participants
13% of PAC members were public school staff members
1% of PAC members were non-public school staff members
6% of PAC members were none of the above

In 16% of the LEA's, the PAC meets at least once per month; 36% meet at least quarterly and 92% meet at least twice a year. In 8% of the LEA's the PAC meets less than twice a year.

In all LEA's PAC members were familiarized with Title I guidelines and regulations.

PAC members were involved in setting Title I program objectives in 87% of the participating LEA's.

In 72% of the LEA's, PAC members review the draft Title I program application prior to its submission.

In 70% of the LEA's, PAC members review and comment on the final program application prior to its submission.

PAC members are involved in program evaluation in 85% of the LEA's.

PAC members in 69% of the participating LEA's are routine visitors to Title I activities in operation.

PAC members in 29% of the LEA's receive the "Title I Newsletter."

Participating LEA's reported spending a total of $12,000 in Title I funds in support of PAC activities during the year.

D. Materials, Evaluation, Tests

Each participating LEA was asked to report the types of commercially available reading materials employed in local Title I reading activities.

88% of LEA's used SRA Kits
84% of LEA's used Readers Digest Skill Builder
65% of LEA's used Barnell–Loft
63% of LEA's used Educational Development Lab materials
58% of LEA's used Lyons and Carnahan
57% of LEA's used cassette tapes from various sources
56% of LEA's used Benefic Press
48% of LEA's used McGraw-Hill
44% of LEA's used Scholastic
43% of LEA's used Economy Company
43% of LEA's used Hoffman
37% of LEA's used programmed learning materials from various sources
36% of LEA's used Continental Press
32% of LEA's used Bowmar
28% of LEA's used Psycho-Technics
19% of LEA's used Systems 80
17% of LEA's used Random-Singer
12% of LEA's used Alpha-One
12% of LEA's used Fountain Valley
11% of LEA's used Sounds of Language

In local Title I reading activities, phonetic analysis tends to be the most emphasized skill area. Comprehension, sight words, word meaning, structural analysis and dictionary skills follow in descending order of emphasis in local reading activities.

Ninety-six percent (96%) of participating LEA's defined their reading objectives in terms of months of reading gain per month of instruction. Of those, 77% used one month gain per month of instruction as a reading objective; 14% sought a reading gain objective of less than one month per month and 9% sought a reading gain objective of more than one month per month.

Eighty percent (80%) of the participating LEA's reported average reading gains of more than one month per month. Ninety-four percent (94%) reported average reading gains which were larger than prior years average gains for participating students.

Seventy-eight percent (78%) of participating LEA's defined their math objective in terms of months of math gain per month of instruction. Of those, 73% used one month gain per month of instruction as a math objective; 17% sought a math gain objective of less than one month per month and 10% sought a math gain objective of more than one month per month.

Seventy-six percent (76%) of the participating LEA's reported average math gains of more than one month per month. Eighty-eight percent (88%) reported average math gains which were larger than prior years average gains for participating students.

Participating LEA's were asked to report the test used to measure gains for each student participating in regular term reading or math.

Reading Tests Used

20% of reading students were tested with Stanford Achievement
18% of reading students were tested with California Achievement
15% of reading students were tested with Metropolitan Achievement
13% of reading students were tested with Gates MacGinitie
10% of reading students were tested with Iowa Test of Basic Skills
9% of reading students were tested with SRA Achievement
4% of reading students were tested with Diagnostic Reading Test
1% of reading students were tested with Nelson
10% of reading students were tested with other tests

Math Tests Used

32% of math students were tested with Metropolitan Readiness
28% of math students were tested with California Achievement
8% of math students were tested with Stanford Achievement
8% of math students were tested with SRA Achievement
3% of math students were tested with Modern Math Concepts Test
1% of math students were tested with Diagnostic Test in Arithmetic
20% of math students were tested with other tests

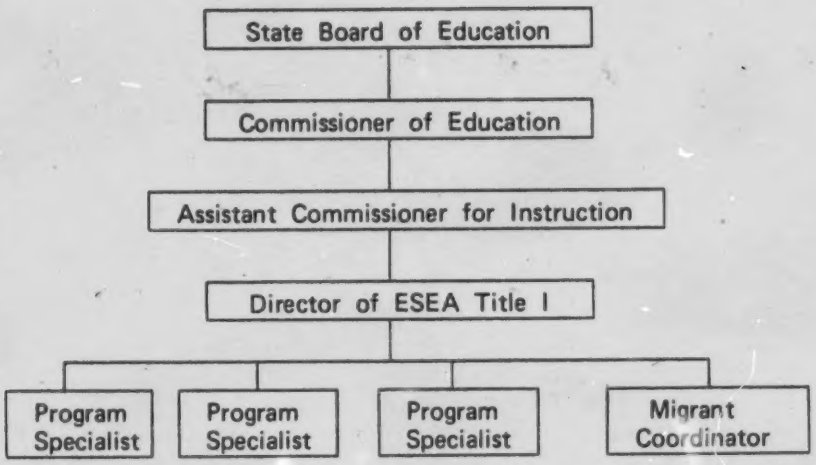
In an attempt to identify the costs associated with Title I evaluation, participating LEA's were asked to provide the following cost estimates for evaluation activities:

Cost of Testing Materials	$152,031
Cost of Staff Time (including teacher time) to administer, score, record pre-tests and post-tests	$864,069
Cost of staff time to prepare evaluation report (to SEA)	$154,258
Cost for services of local project evaluatiors (exclusive of costs listed above)	$132,598
TOTAL	$1,302,956
Amount of above total funded with Title I monies	$780,491 = 60%

The above Title I expenditure estimate for evaluation represents 6.6% of the total fiscal year Title I allocation of $11,747,773.

V. Program Operation—State Educational Agency

A. Title I Section Organizational Chart



B. Title I Professional Staff

The state educational agency is designed to provide consultative and supervisory services to local educational agencies participating in Title I programs. The work involves professional assistance in planning, organizing and implementing categorical educational programs to elementary and secondary schools and state institutions. The staff comprises five professional positions, namely: one director and four program specialists. The director coordinates all Title I programs and is directly responsible for the state insititutional programs. Three program specialists are responsible for program approval and monitoring in a designated area of the state. Another specialist coordinates Migrant programs.

C. Staff Services

The program specialists extend a variety of services to local educational agencies in program planning, development, operation, evaluation and fiscal management.

Program planning and development encompasses many phases of operation, particularly imparting understanding of the "intent of Title I," the interpretation of and compliance with federal and state guidelines. Details such as needs assessment, selection of target attendance areas, comparability, selection of students, types of programs, parent involvement, advisory committees, general performance and process objectives and the evaluation design depict a small representation of services extended by the program specialist to local educational agency personnel.

Services are extended during the annual Title I Regional Conferences, on-site visitations, local educational agency personnel visits to the state educational agency and telephone and written communications.

On-site visitations are conducted to observe programs in operation and to insure that activities are implemented in accordance with program applications. A Monitoring Guide is given to local educational agencies at the beginning of the program. This booklet or handbook answers questions related to the overall operation of the program. It is basically geared to the legal requirements of Title I. It serves as a guide for both the local officials and state program specialists in evaluating compliance with the Title I program. Prior to the on-site visitation by a program specialist, the local official studies and completes the questions pertaining to his program. All visitations are scheduled by the program specialist approximately one week in advance. The program specialist reviews the completed Monitoring Guide with the program director. The director is asked to support and document his program's compliance with Title I guidelines and the application. Topics in the Monitoring Guide concern attendance areas, participants, services, supportive services, staffing and staff development, comparability, parent involvement, dissemination, evaluation and fiscal management. This procedure is followed by a "show and tell" observation of the program in operation and by conferences with the director and staff of the local program.

Major objectives of the monitoring visitations are as follows:

- to observe the administration of local educational agency programs funded by Title I;
- to determine if Title I activities are being implemented in compliance with the program application;

- to learn about problems encountered by local educational agencies in implementing Title I programs;
- to offer technical assistance and provide recommendations for Title I program improvement; and
- to provide administrative and consultative assistance involving special and immediate problems confronting Title I personnel as they implement their programs.

Each local educational agency must submit an annual evluation report for their approved Title I program. A guideline for the uniform collection of information is provided to each participating LEA (see appendices). Each LEA builds into the project, well defined performance objectives which can be measured to provide valid and reliable evidence of pupil achievement. The evaluation process and guidelines are explained in detail during the annual conference conducted by the state educational agency staff for all administrators and program coordinators.

The program specialist advises program coordinators on proper and acceptable procedures of Title I program accounting and reimbursement. Auditors from the Finance Section of the State Department of Education audit each LEA's Title I application annually and present a report to the state Title I Office for processing.

D. Program Management

The state educational agency continually strives to improve the quality of Title I programs. Continued emphasis is placed on the intent of Title I.

The ESEA Title I program in Kansas is committed to the concept of accountability. This involves both a state-level and local-level commitment to initiate Title I projects designed to meet the special educational needs of those educationally deprived children who have the greatest need for assistance. In striving for effectiveness, programs focus on learner needs in the areas of reading and mathematics with emphasis on preschool and the primary grades. Supportive services are supplementary to reading and mathematics and are designed to meet the special educational needs of Title I participating children.

In line with this policy, supportive personnel and services such as counselors, teacher aides, nurses, psychologists, social workers, cultural enrichment, etc., were approved only if components of a comprehensive program and if supportive of Title I students in instructional activities.

Federal regulations require a comprehensive assessment of the needs of educationally deprived children in the target areas of unified school districts. The state educational agency places major emphasis on providing assistance to the local educational agency relative to the procedures necessary to accomplish the assessment of needs. Documented student needs provide information enabling the state educational agency to more effectively administer the Title I effort. The needs assessment guides local educational agencies in designing more appropriate programs, and it delineates the bases for evaluating the Title I program. Needs assessment is explained in the State Title I Guideline and Instruction Handbook and is discussed at state Title I conferences for local educational agency personnel. Explanations and examples of needs assessment summaries appeared in the Title I Newsletter which is distributed monthly to the locals. The assessment of needs is incorporated in the Monitoring Guideline used by the program specialists during on-site visitations.

A series of conferences, geographically located for the local educational agency's convenience, are conducted each spring by state educational agency personnel. Administrators, federal program coordinators and other interested personnel from public and non-public schools attend these meetings. The Title I application evaluation and other pertinent information comprise the agenda. Ninety-two percent of the participating LEA's were represented at the regional meetings in May 1975.

A "Guideline and Instructions for ESEA Title I" manual is compiled for each fiscal year by the state educational agency. This manual contains information such as state and federal regulations, general instructions, application criteria and definitions, complete directions for planning and developing programs, completed samples of all forms, fiscal and accounting provisions, evaluation planning, design and measurements, and all Title I forms to be used in the implementation of Title I programs. The manual contains solutions to numerous problems and answers to many questions that arise in fulfilling the requirements for a Title I program.

Cooperative effort among sections of the State Department of Education promotes improved quality in Title I programs. Examples of this united effort include:

Curriculum Section – Teams composed of program specialists in the Curriculum Section of the State Department of Education conduct workshops on how to write performance objectives. A four-hour workshop teaches participants how to state and write objectives in performance terms. Reading Workshops – The state Right to Read Plan is designed to bring measurable improvements in the reading skills and attitudes of Kansas children. Workshops are continually being conducted to acquaint reading teachers with reading related programs, suggestions and materials. Topics for the workshops include: (a) individualized reading; (b) reading diagnosis; (c) use of newspapers in reading; (d) educational television; (e) school visitations and libraries and (f) behavioral and/or performance objectives. Participants attending the workshops are expected to return to their own school districts and conduct in-service training sessions for fellow teachers.

Certification and Accreditation Sections – Title I teachers and coordinators must meet all requirements and standards established by the Certification and Accreditation Sections of the State Department of Education.

Funds allowable for equipment and supplies have been limited to a definite percentage of the LEA's allocation. Construction and portable building funds have been completely eliminated from the program.

Program specialists from the Title I Section are invited to participate in local educational agency in-service training sessions, workshops and conferences to discuss "intent of Title I" problems and methods of improving programs for underprivileged children.

Forms have been designed and revised enabling the LEA's to streamline methods of reporting and to furnish the state educational agency with information essential to the successful operation of Title I programs in compliance with federal requests and regulations.

The state educational agency has established criteria for teacher aides to comply with State Department of Education regulations. Information such as duties, responsibilities, suggestions for in-service training and other recommendations all lead to a more successful participation of teacher aides in Title I programs.

Cooperation between the Auditing Section of the State Department of Education and the state educational agency contributes significantly to quality improvement of Title I programs. The auditors annually audit all LEA Title I budgets. Their findings are handed to state Title I program specialists who in turn "follow-up" on the audit report.

The state educational agency continually requests local educational agencies to be more selective in identifying Title I participants. Documentation is necessary in assessing the needs of educationally deprived children. The most pressing needs must be met first. So that resources are not too thinly spread, a minimum expenditure of $300 per student is strongly recommended. Supportive services must be supplementary and specifically designed to meet the special educational needs of the Title I participating children.

The local educational agency is required to have the following documented information on file:

Selection of Target School

- Attendance areas which qualify for Title I identified by the percentage of children from low income families in each attendance area.
- In selected attendance areas the percent of students from low income families must meet or exceed the district wide average.
- All target schools may not be considered due to shortage of Title I funds. The LEA must rank the target schools on the basis of percent of students from low income families and select those schools with the highest percentage for inclusion in the program.
- Comparability source data.

Selection of Participants

- Conduct of a learner needs assessment in reading and mathematics for all students in the target schools selected for programs.

- Evidence that students in private schools have received adequate attention and consideration in the learner needs assessment.

- The instructional program must be designed to meet the specific learner needs identified in the selected target schools, with priority for the greatest learner needs.

- The identification of desired learner outcomes and the establishment of the learner's current status with respect to that outcome.

- Determination of cut-off scores and reasons for variations in selection of participants.

- The names of selected participants and needs assessment data for each.

Local educational agencies are required to develop realistic performance objectives that relate directly to observed changes in behavior or academic performance. In addition to objective measurements, the importance of constant observation, anecdotal records, locally developed measures, questionnaires, charts, etc., add materially to the quality and relevance of program evaluation.

Individual program evaluations are reviewed by program specialists when renewal applications are received. The program specialist will also review a district's most recent evaluation. Greatest emphasis must be placed on early identification of specific learning problems. Behavioral characteristics identified must be recognizable and measurable in order to determine whether the educational objective has been met. Evaluation design and methods have become more thorough and sophisticated. Local educational agencies are advised to carefully monitor and consider the effectiveness of all activities. When programs do not produce significant results, a minor change in teaching techniques or curriculum may solve the problem. In other cases, a complete revamping of the program may be necessary.

Expalanation of the evaluation guideline and other information relative to evaluating Title I activities are a part of the agenda during the regional conferences conducted annually by state educational agency staff for local educational agency administrators and project coordinators.

Information on evaluation is also published periodically in the Title I Newsletter.

The Title I Newsletter is compiled the first of each month by the state educational agency. This newsletter contains information concerning legislation, new regulations, reports, deadlines, procedures, limitations, special projects, related articles and other items of interest pertaining to Title I ESEA.

Part II – Programs in State Institutions for Neglected and Delinquent Children

I. INTRODUCTION

The Elementary and Secondary Education Act (ESEA) of 1965, Public Law 89-10, Title I as amended by Public Law 89-750, provides for grants to support programs designed to meet the special educational needs of neglected and delinquent children living in institutions.

For the fiscal year addressed by this report (1975) Kansas received grant monies totaling $139,853 for operation of programs in state and locally operated institutions for neglected and delinquent children.

Four state operated institutions were funded in fiscal 1975. They were:

Youth Center at Beloit
Youth Center at Topeka
Larned Youth Rehabilitation Center
Osawatomie Youth Rehabilitation Center

One adult correctional institution, Kansas State Industrial Reformatory (KSIR), operated on a separate grant of $85,209.

In addition, locally operated institutions for neglected and delinquent children are eligible for inclusion in county aggregate maximum grants under Title I of PL 89-10.

II. OVERVIEW OF P.L. 89-750 PROGRAMS

A. BACKGROUND

During the reporting period, a total of approximately 268 children participated in Title I (PL 89-750) programs at four state operated institutions for neglected and delinquent children.

125 students participated at Youth Center at Topeka (males)
60 students participated at Youth Center at Beloit (females)
65 students participated at Larned Youth Rehabilitation Center
18 students participated at Osawatomie Youth Rehabilitation Center

All four neglected and delinquent institutions conducted Title I reading activities. Three of the four also conducted Title I math activities. One had activities in language arts and one institutions conducted activities in science and in social science as well.

At KSIR, 26 students participated in Title I activities. Activities in reading, math and language arts were included in the program.

B. PARTICIPANTS

To identify those individuals eligible for program participation, three of the four neglected and delinquent institutions utilized standardized testing procedures. Nearly all selected individual participants who, when pre-tested, earned grade equivalent scores in reading and/or math which were 24 months or more below grade level.

At KSIR, individuals who pre-tested more than 24 months below grade level were targeted for participation in the program.

Participating institutions defined their program objectives in relation to months of test-demonstrated gain per month of instruction. An objective of at least one month gain per month instruction was typical.

C. ACHIEVEMENTS

Reading

Students participating at Youth Center at Topeka demonstrated an average reading gain of 3.81 months gain per month of instruction.

Students participating at Youth Center at Beloit demonstrated an average reading gain of 2.12 months gain per month of instruction.

Students participating at Larned Youth Rehabilitation Center demonstrated an average reading gain of 1.44 months gain per month of instruction.

Students participating at Osawatomie Youth Rehabilitation Center demonstrated an average reading gain of 2.18 months gain per month of instruction.

For all students participating in P.L. 89-750 programs at the four state neglected and delinquent institutions, the average reading gain was 2.98 months gain per month of instruction.

At KSIR, participating students demonstrated an average reading gain of 1.72 months gain per month of instruction.

Math

The following average gains were demonstrated by participating students at the three state neglected and delinquent institutions conducting math activities:

Youth Center at Topeka – 2.74 months gain per month of instruction
Youth Center at Beloit – 2.49 months gain per month of instruction
Larned Youth Rehabilitation Center – 1.01 months gain per month of instruction

The combined average of participating math students at all three institutions was 2.44 months gain per month of instruction.

Participating math students at KSIR demonstrated 3.88 months math gain per month of instruction.

D. STAFF PERSONNEL

At the four state neglected and delinquent institutions, a total of 15 instructional staff personnel are funded with P.L. 89-750 monies. Eight of the nineteen are teachers (both full time and part time) and seven are teacher aides (both full time and part time). All four neglected and delinquent institutions utilized funded teachers and two of the four utilized funded teacher aides. In addition to instructional staff personnel, three other staff persons were funded for part time support of programs in administrative or clerical capacities.

At KSIR, three teachers and one teacher aide were funded.

E. IN-SERVICE TRAINING

Teachers at four of the five participating institutions receive at least part of their in-service training through local, regional or state seminars and workshops. At the fifth, the single funded teacher has taken college courses for credit to upgrade his professional knowledge and skills. In addition, professional consultation and visitations to outside schools and classrooms have been used to supplement more formal in-service training programs. Each funded teacher underwent a reported average of 100 hours of in-service training during the year. In-service training for teacher aides amounted to a reported average of 90 hours. A reported total of $2,715.00 of P.L. 89-750 funds was expended for in-service training.

III. STATE ADMINISTRATION

A. PROGRAM DEVELOPMENT

The Kansas State Department of Education administers programs for neglected and delinquent children under Public Law 89-750 as a component of the state's total Title I operation.

In addition to providing workshops, literature and directive guidance, the state Title I staff provides general consultative services to Title I personnel and administrators in the planning and development of eligible programs. The state staff provides expertise in administration, fiscal management and evaluation as programs are formulated.

At each participating institution, responsibility for implementation and administration of institutional programs rests with the superintendent. Educational programs within the institutions are designed to meet the needs of the institutionalized clients (children), most of whom display severe emotional or behavioral problems.

Development of institutional educational programs for neglected and delinquent children follows procedures similar to those utilized in public school systems:

- Institutional staff members develop an assessment of the needs of the children under their supervision.
- Based on an analysis of the assessed needs, a preliminary program plan is formulated for preliminary approval.
- If approved, a draft of the program plan is presented to the Kansas State Department of Education's P.L. 89-750 program specialist for neglected and delinquent children.
- After review, advisement and consultation with the program specialist and with appropriate Special Education Section personnel, the institution's coordinator for federal programs prepares a formal application reflecting the finalized program plan.

B. PROGRAM APPROVAL AND IMPLEMENTATION

Upon formal approval of the final program plan and application, the State Title I Director sets normal processing machinery in motion.

Once approved, responsibility for implementing a program is in the hands of the institutional administrator and his staff who develop and apply appropriate techniques and procedures to achieve the stated program objectives. The state educational agency assumes a monitoring role with programs in operation.

C. PROGRAM EVALUATION

Institutions conducting approved programs under P.L. 89-750 are provided with a guideline for use in evaluating and reporting on the success of the program. This summary report is derived from information provided by participating institutions.

Periodically, and upon request, State Title I staff members conduct on-site visitations of approved institutional programs to observe program operation. They provide consultative services and resource interface with institutional program staff members. Observation and consultation visits also are conducted periodically by specialists from the Special Education and the Curriculum sections of the State Department of Education and by specialists from college faculties or other professional backgrounds to assist institutional personnel in the evaluative process.

D. PROGRAM DISSEMINATION

There are numerous out-of-state requests for information on Kansas educational programs for neglected and delinquent children in institutions. To meet this demand for information, Kansas Evaluation Reports are provided to other states on an exchange basis. In addition, Evaluation Reports are placed in libraries at every Kansas university, college and junior college. Supplementary reports as well as those required are provided to the U. S. Office of Education.

The "Title I Newsletter" is circulated monthly among federal program coorindators to keep them up to date on news notes, announcements and other information pertinent to ESEA, Title I programs.

A Title I dissemination document, published annually, includes informational material on institutional programs for neglected and delinquent children. This dissemination document is distributed to local educational agencies, to universities, colleges and junior colleges, and to Title I agencies in other states.

Less formal dissemination occurs when institutional staff members respond to requests for topical programs or addresses from professional and service organizations.

Student produced work and other program related materials are frequently included in exhibits which are observed by children's parents and others. Counselors who work with children in the programs also provide parents with information concerning the programs. Accounts and features in local newspapers are an additional dimension to the program dissemination function.

E. MAJOR PROBLEM AREAS

Programs designed to serve the needs of institutionalized neglected and delinquent students operate with a handicap from the outset. Nearly all served students exhibit emotional and/or behavioral probelms which have been responsible for their institutionalization.

Many of the participating students are irregular or inconsistent participants due to often unpredictable rotation into or out of the institutions themselves. In addition, changes in a student's institutional circumstances (extended passes, restrictions, paroles, security confinement, etc.) often prevent consistent participation.

Part III – Appendices

A. Data Collection Instrument – Regular Term

TITLE I EVALUATION REPORT
PART 1
Program Information

Where you are asked to answer multiple choice questions, please CIRCLE the numbered boxes.

This permits keypunchers to read the numbers within the boxes.

Name of LEA _____ USD No. ___ ___ ___ (1) (2) (3)

Address _____

County _____

Phone No. _____ _____
Area Code Phone Number

Person Submitting Evaluation Report _____
Name

_____
Title

Phone No. (if different from above) _____ _____
Area code Phone Number

---

1. Is your program conducted . . .

Regular Term only? [1]
Summer Term only? [2]
Regular and Summer Term? [3] (4)

Where dollar amounts are requested, use whole dollars.

2. How much Title I money was approved for your USD for the 1974-75 school year? (Exclude carryover from the 1973-74 school year.) $ (5 6 7 8 9 10 11)

3. How much Title I money was carried over from the 1973-74 school year? $ (12 13 14 15 16 17)

4. Total Title I funds available for 1974-75 school year. (Add No. 2 and No. 3) $ (18 19 20 21 22 23 24)

How much of the above amount was for . . .

5. . . . regular school term activities? $ (25 26 27 28 29 30 31)

6. . . . summer term activities (if you have summer program)? $ (32 33 34 35 36 37 38)

Total of No. 5 and No. 6 should equal amount in No. 4.

Of the amount listed for regular term activities (No. 5 above) . . .

7. how much was for support of reading activities? $ [39 40 41 42 43 44 45]

8. how much was for support of math activities? $ [46 47 48 49 50 51 52]

9. how much was for support of other activities? $ [53 54 55 56 57 58 59]

The total of the three above figures (7,8,9) should equal the amount listed in No. 5. Please estimate if you do not know exact amounts.

10. What is the total public school enrollment in your district (K thru 12–Head count, not F.T.E.)? [60 61 62 63 64 65]

11. How many educationally deprived children are enrolled in public and non-public schools in your district? (Estimate if necessary.) [66 67 68 69 70 71]

12. How many educationally deprived children participated in your regular term Title I program? [72 73 74 75 76 77] (80=1)

13. How many of the educationally deprived children who participated in your Title I program were also economically deprived? (Estimate if necessary.) [4 5 6 7 8 9]

14. As a general rule, what was the grade equivalent score threshold which was used to select individual students for participation in Title I activities.

Circle the one threshold range which applies to the most students.

1–3 months below grade level [1]
4–6 months below grade level [2]
7-12 months below grade level [3]
13-18 months below grade level [4]
19-24 months below grade level [5]
more than 24 months below grade level [6]
Did not use grade equivalent scores to select participants [7]

(10)

15. How many public school attendance centers are there in your school district? [11 12 13]

16. How many of those attendance centers qualify as "eligible" for Title I activities as a result of your needs assessment? [14 15 16]

17. In how many of those attendance centers have Title I activities been conducted in the 1974-1975 regular school term? [17 18 19]

18. Which of these activities are components of the Title I program conducted in your district in the 1974-1975 regular school term?

(Circle the appropriate boxes.)

Reading [1]
Math [2]
Social Sciences [3]
Sciences [4]
Language Arts [5]
Vocational Education [6]
Speech Therapy [7]
Guidance/Counselling [8]
Dental Assistance [9]
Medical Assistance [a]
Home Visitation/Social Work [b]
Learning Disabilities [c]
Food/Meals [d]
Physical Education [e]
Other _____ [f]
(Specify)

(20-34)

The next four questions (No. 19, No. 20, No. 21, No. 22) apply only if you had a Title I Reading Activity.

19. Which (if any) of these commercially available reading materials are employed in your Title I reading activities?

Alpha One	1	
Barnell-Loft	2	
New Century Education	3	
Hoffman	4	
E.D.L.(Educational Development Lab)	5	
Lyons and Carnahan	6	
SRA Kits	7	
Fountain Valley	8	
Psycho-Technics	9	
Wisconsin Design	a	
Sounds of Language	b	
Reader's Digest Skill Builder	c	(35 - 45)
Bowmar	d	
Scholastic	e	
Benefic Press	f	
Random-Singer	g	
Systems 80	h	
McGraw-Hill	i	
Economy Company	j	
Continental Press	k	
Be a Better Reader Series	l	
Tape cassettes (from various sources)	m	
Programmed learning materials (from various sources)	n	
Other _____ (Specify)	o	
None—Used no commercially available materials	p	

20. Please rank the following reading skill areas in the order of emphasis placed on them in your Title I Reading Program.

Put a one (1) beside the skill area which receives the most instructional emphasis, a two (2) beside the second most emphasized skill area . . . and so on.

Dictionary Skills	_____	(46)
Word meaning	_____	(47)
Comprehension	_____	(48)
Sight words	_____	(49)
Phonetic analysis	_____	(50)
Structural analysis	_____	(51)

21. Were your reading objectives stated in terms of months (or years) of reading gain per month (or year) of instruction?

Yes	1	(52)
No	2	(Skip question no. 22)

22. If YES: was your specific reading objective one month (or year) of reading gain for each month (or year) of instruction?

Yes—one month gain per month.	1	(53)
No—less than one month gain per month.	2	
No—more than one month gain per month.	3	

The next two questions (No. 23 and No. 24) apply only if you had a Title I Math activity.

23. Was your math objective stated in terms of months (or years) of math gain per month (or year) of instruction?

Yes [1] (54)
No [2] (Skip question no. 24)

24. If YES: was your specific Math objective one month (or year) of math gain for each month (or year) of instruction?

Yes—one month gain per month. [1]
No—less than one month gain per month. [2]
No—more than one month gain per month. [3]
(55)

25. How is the PAC activity organized in your district?

One Council (Building Committee) for each attendance center where Title I activities are conducted. [1]
One Council (Central Committee) for the school district as a whole. [2]
Both of the above. [3]
(56)

26. How often does the PAC meet (on the average) in your district?

Once a week or more [1]
Two or three times a month [2]
About once a month [3]
Once or twice a quarter [4]
Two or three times a year [5]
Less than twice a year [6]
(57)

27. How many members does your districtwide PAC have? . . . . . ⌊ ⌋⌊ ⌋ (58 59)

28. What is the average number of PAC members in each attendance center Council? . . . . . ⌊ ⌋⌊ ⌋ (60 61)

29. What percent of all PAC members in your district are . . .

Parents of Public-School Title I participants? ____% (62-63)
Parents of Non-Public School Title I participants? ____% (64-65)
Public School Staff Members? ____% (66-67)
Non-Public School Staff Members? ____% (68-69)
Other? ____% (70-71)

Total should equal 100%

30. Have PAC members been familiarized with Title I guidelines and regulations?
Yes [1] No [2] (72)

31. Do PAC members receive the Title I Newsletter?
Yes [1] No [2] (73)

32. Are PAC members involved in setting Title I program objectives?
Yes [1] No [2] (74)

33. Do PAC members review your Title I program application draft prior to submission?
Yes [1] No [2] (75)

34. Does the local PAC review and comment on your final program application prior to its submission?
Yes [1] No [2] (76)

35. Is the PAC involved in evaluating your Title I program?
Yes [1] No [2] (77)

36. Do PAC members routinely visit Title I activities in operation?
Yes [1] No [2] (78)

37. How much Title I money was spent for the support of the PAC(s) in your district this year? (Materials, postage, mileage, babysitting, refreshments, etc.)

Please estimate if you do not know the exact amount.

(80 - 2)
$ [ ][ ][ ][ ][ ][ ]
4 5 6 7 8 9

These next few questions concern staff personnel involved in your Title I program.

38. Do Title I Teachers receive in-service training?
Yes [1] (10)
No [2] (Skip question no. 39)

39. If YES: How do they normally receive in-service training?

In-Service Training as used here means formal training designed to enhance or upgrade knowledge and skills.

In-Service Training does not include knowledge and skill building as a result of practice and experience on the job.

Circle the one or two most often used methods.

Local Workshops/Seminars [1]
State or Regional Workshops/Seminars [2]
College classes for credit [3]
Professional Consultation [4]
Visits to schools or classrooms elsewhere [5]
Other [6]
(11 - 12)

40. Do Title I Teacher Aides receive in-service training?
Yes [1] (13)
No [2] (Skip question no. 41)

41. If YES: How do they normally receive in-service training?

Circle the one or two most often used methods.

Local Workshops/Seminars [1]
State or Regional Workshops/Seminars [2]
College classes for credit [3]
Professional Consultation [4]
Visits to schools or classrooms elsewhere [5]
Other [6]
(14-15)

42. Do Teachers and Teacher Aides routinely receive in-service training jointly or separately?
Jointly [1] Separately [2] Both [3] (16)

43. Please rank the items at right in order of In-Service training emphasis among your Title I Teachers.

Put a 1 beside the area which receives the most In-Service training emphasis, a 2 beside the second most emphasized, and so on . . .

Reading _____ (17)
Math _____ (18)
Other Areas _____ (19)

44. Please rank the items at right in order of In-Service training emphasis among your Title I Teacher Aides.

Reading _____ (20)
Math _____ (21)
Other Areas _____ (22)

45. On the average, how many hours of In-Service Training did each Title I Teacher receive during the 1974-1975 school year?

Use whole hours.

23 24 25

46. On the average, how many hours of In-Service Training did each Title I Teacher Aide receive during the 1974-1975 school year?

Use whole hours.

26 27 28

47. How much Title I money was spent on In-Service Training for Title I staff persons during the 1974-1975 school year?

Please estimate if you do not know exact amount.

$ 29 30 31 32 33 34

As we attempt to get a picture of the costs involved in evaluation, we need your best estimates of the following costs for Title I activities in your district:

48. Cost of Testing Materials — $ 35 36 37 38 39 40

49. Cost of staff time (including teacher time) to administer, score, record, pre-test and post-tests — $ 41 42 43 44 45 46

50. Cost of staff time to prepare this report — $ 47 48 49 50 51 52

51. Cost for services of a local project evaluator—if any (exclude costs which were included in 49 or 50 above) — $ 53 54 55 56 57 58

52. TOTAL — $ 59 60 61 62 63 64

53. Of the Total Cost listed above, how much was paid by Title I money? — $ 65 66 67 68 69 70

(80 = 3)

TITLE I STAFF

On Page 11 is a Staff Roster Form to be used in reporting information regarding staff persons involved in your Title I program. The form may be reproduced locally. Instructions for completing the form are printed below.

STAFF ROSTER FORM
—Instructions—

Column

(1–3) USD No. Enter your U.S.D. number in the spaces provided at the top of the form.

Title I Staff Personnel

Please list, by name, all staff persons who worked (full time or part time) in your regular term Title I program. List the names in any convenient order. Please include the names of persons who were volunteer workers as well as those who were compensated with Title I funds. Use as many of the Staff Roster Forms as required to list all Title I staff personnel.

> Note: The list of names is for your convenience. After you have completed the forms (and duplicated the forms for your records) you may cut off the names before submitting the Roster Forms.

(4–6) Staff Identification Number

After you have listed all staff personnel, begin with the first name on the first sheet and assign an Identification Number to each listed individual. Begin with number one (1) for the first person listed on the first sheet and continue numbering consecutively through the last person listed on the last sheet.

(7–8) Full Time or Part Time

Indicate with an "X" in the appropriate column, whether that person worked full-time or part-time in your Title I program. Full time is defined as at least six (6) hours per day and at least 5 days per week, or at least 30 payroll hours per week.

(9–17) Teachers

For each person who was a Title I Teacher, indicate with an "X" in the appropriate column(s) the Title I area(s) in which that person taught. One person may (if appropriate) have an "X" in more than one of the columns. For example, if a Teacher taught Title I Elementary Reading and also Title I Elementary Social Science, then an "X" should be placed in both column (11) and in column (14).

(23) Teacher Aides

For each person who was a Title I Teacher Aide, indicate with an "X" in the appropriate column(s) the area(s) in which that Teacher Aide worked.

(24–31) Staff Persons Other Than Teachers or Teacher Aides

For each staff person whose function was other than that of Teacher or Teacher Aide, indicate with an "X" in the appropriate column(s) the area(s) in which that person worked.

(32) Volunteers

For each Title I staff person whose Title I work was volunteer (not compensated with Title I funds), enter an "X" in this column. Leave this column blank for compensated personnel.

ROSTER

STAFF PEOPLE WHO WORKED IN REGULAR TERM TITLE I PROGRAM

PERSON'S NAME	USD No. (1) (2) (3)	Identification Number	Person Worked in Title I Program: Full-Time	Part-Time	TEACHERS: Pre-Kindergarten	Kindergarten	Elementary Reading	Elementary Math	Elementary Science	Elementary Social Science	Elementary Language Arts	Elementary-Other Subjects	Secondary - (Any Subject)	TEACHER AIDES: Reading	Math	Science	Social Science	Language Arts	Other	Other than Teacher or Teacher Aide: Speech Therapist	Psychologist	Nurse	Social Worker	Tutor	Clerical	Administrator	Other	If this person is a volunteer (not compensated) mark this column.
	4	5 6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

TITLE I EVALUATION REPORT
PART II

Student Information

In this part you are asked to supply information regarding the participants in your Title I regular term program.

To do this, a Student Data Sheet is included. This form may be duplicated locally.

Instructions for completing the Student Data Sheet are printed on the following pages.

STUDENT DATA SHEET
—Instructions—

Column

(1–3) USD No. Enter your USD number in the space provided at the top of each sheet.

Student Name

List (by name) every student in your school district who participated in Title I activities in the 1974-1975 regular school year. List students in any order which is convenient for you, but list each participating student only one time. If you do not have test scores for some participating students, they should be listed anyway. Use as many sheets as necessary to list all participating students.

> Note: The listing of student names is for your convenience. Names should not be reported to KSDE. After you have completed the data sheets (and copied them for your records if desired) cut off the names before submitting the sheets to KSDE.

(4–7) Student Number

For each listed student, assign a student number. Begin with number one(1) for the first student listed on the first sheet, and continue numbering consecutively through the last student listed on the last sheet.

(8–9) Grade

Enter the grade number of each participating student in grades 1 through 12. For Pre-Kindergarten, Kindergarten, or Ungraded students, use the following number codes:

Pre-Kindergarten	– 13
Kindergarten	– 14
Ungraded	– 15

(10) Sex

Using the following code, enter the sex of each participating student:

Male	– 1
Female	– 2

(11) Public or Non-Public

Indicate whether each student is regularly enrolled in a Public or a Non-Public school. Use the following code:

Public School Student	– 1
Non-Public School Student	– 2

(12) Race

Using the following code, identify the Ethnic Group applicable to each student:

White	– 1
Black	– 2
American Indian	– 3
Puerto Rican	– 4
Mexican American	– 5
Oriental	– 6
Other	– 7

READING

(13–15) Pre-Test Score

For each student who participated in a Title I reading program and was given a standardized reading pre-test, enter that student's pre-test score to the nearest tenth (grade level equivalent score). Note that the decimal point has been pre-printed on the data sheet. If the student did not take a standardized pre-test, leave these blocks blank.

(16–17) Month Tested (Pre-Test)

Enter the number of the month in which the student took the reading Pre-Test. (That is, 1=January, 11=November, etc.)

(18–20) Post-Test Score

For each student who participated in a Title I reading program and was given a standardized reading post-test, enter that student's post-test score (grade equivalent score). If student did not take a standardized post-test, leave these blocks blank.

(21–22) Month Tested (Post-Test)

Enter the number of the month in which the student took the reading post-test.

(23–24) Reading Test Used

Using the following code, identify the Standardized Reading Test which that student took:

1 California Achievement
2 Metropolitan Achievement
3 Metropolitan Readiness
4 Stanford Achievement
5 SRA Achievement
6 Iowa Test of Basic Skills
7 Comprehensive Test of Basic Skills
8 Gates MacGinitie
9 Sequential Test of Educational Progress
10 Davis
11 Diagnostic Reading Test
12 Durrell–Sullivan
13 Lee–Clark
14 Nelson
15 Nelson–Denny
16 Reading Diagnostic Series
17 Survey of Primary Reading Skills
18 Other

MATHEMATICS

(25–27) Pre-Test Score

For each student who participated in a Title I Math program and was given a standardized math pre-test, enter that student's pre-test score to the nearest tenth (grade equivalent score). If student did not take a standardized Math pre-test, leave these blocks blank.

(28–29) Month Tested (Pre-Test)

Enter the number of the month in which student took the Math pre-test.

(30–32) Post-Test Score

For each student who participated in a Title I Math program and was given a standardized math post-test enter that student's post-test score to the nearest tenth (grade equivalent score). If student did not take a standardized post-test, leave these blocks blank.

(33–34) Month Tested (Post-Test)

Enter the number of the month in which student took the Math post-test.

(35–36) Math Test Used

Using the following code, identify the standardized math test which that student took:

1 California Achievement
2 Metropolitan Achievement
3 Metropolitan Readiness
4 Standard Achievement
5 SRA Achievement
6 Iowa Test of Basic Skills
7 Comprehensive Test of Basic Skills
8 Contemporary Mathematics Test
9 Diagnostic Tests in Arithmetic
10 Modern Math Understanding Tests
11 Modern Math Concepts Tests
12 Stanford Diagnostic Arithmetic Test
13 Other

(37–39) Other Title I Activities

Use these blocks to identify Title I activities other than Reading or Mathematics in which student participated. (See activity codes on following page.)

Exception: Some students who were in Reading or Math programs may have taken neither a standardized pre-test nor post-test. In such cases, columns 13–24 (Reading) and/or columns 25–36 (Math) will have been left blank. So that such students may still be counted as Reading and/or Math participants, use these spaces to indicate reading and/or math participation in addition to any other Title I activitiy.

Use the following codes to indicate participation in other Title I activities:

1 Reading (to be used only if student was a reading participant and columns 13–24 are left blank)

2 Math (to be used only if student was a math participant and columns 25–36 are left blank)

3 Language Arts

4 Science

5 Social Science

6 Health/Physical Education

7 Special Education

8 Vocational Education

9 Other

STUDENTS WHO PARTICIPATED IN REGULAR TERM TITLE I PROGRAM — DATA SHEET

STUDENT NAME	USD# (1) (2) (3) STUDENT NUMBER (4 5 6 7)	GRADE (8 9)	SEX (10)	Pub or non Pub (11)	ETHNIC GROUP (12)	READING					MATH					OTHER TITLE I ACTIVITIES
						PRE-TEST		POST-TEST		Reading Test Used	PRE-TEST		POST-TEST		Math Test Used	May List up to Three
						SCORE (13 14 15)	Month Tested (16 17)	SCORE (18 19 20)	Month Tested (21 22)	(23 24)	SCORE (25 26 27)	Month Tested (28 29)	SCORE (30 31 32)	Month Tested (33 34)	(35 36)	(37 38 39)

B. Data Collection Instrument – Summer Term

SUMMER

TITLE I EVALUATION REPORT

PART 1

Program Information

Where you are asked to answer multiple choice questions, please CIRCLE the numbered boxes.

This permits keypunchers to read the numbers within the boxes.

Name of LEA _____ USD No. ___ ___ ___ (1) (2) (3)

Address _____

County _____

Phone No. _____ _____
Area Code Phone Number

Person Submitting Evaluation Report _____
Name

_____
Title

Phone No. (if different from above) _____ _____
Area code Phone Number

★ 1. Is your program conducted . . .

Summer Term only? [1]
Regular and Summer Term? [2] * (4)

Where dollar amounts are requested, use whole dollars.

★ 2. How much Title I money was available for 1975 Summer term activities in your district?

$ [5] [6] [7] [8] [9] [10] [11]

Of the Title I funds available for Summer term activities . . .

★ 3. how much was for support of reading activities?

$ [12] [13] [14] [15] [16] [17] [18]

★ 4. how much was for support of math activities?

$ [19] [20] [21] [22] [23] [24] [25]

★ 5. how much was for support of other activities?

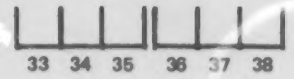
$ [26] [27] [28] [29] [30] [31] [32]

The total of the three above figures (3,4,5) should equal the amount listed in No. 2. Please estimate if you do not know exact amounts.

* If your district had both Regular and Summer term Title I activities, you need to answer only those questions which are preceded by a star (★). Answers to the other questions were provided in your district's Regular term Evaluation Report.

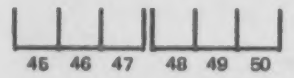
If your district had only Summer Title I activities, answer all questions.

6. What is the total public school enrollment in your district (K thru 12—Head count, not F.T.E.)?

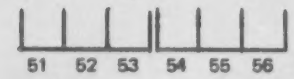


7. How many educationally deprived children are enrolled in public and non-public schools in your district? (Estimate if necessary.)

★ 8. How many educationally deprived children participated in your summer term Title I program?



★ 9. How many of the educationally deprived children who participated in your Title I summer program were also economically deprived? (Estimate if necessary.)

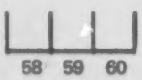


10. As a general rule, what was the grade equivalent score threshold which was used to select individual students for participation in Title I activities.

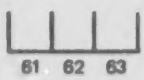
Circle the one threshold range which applies to the most students.

1–3 months below grade level [1]
4–6 months below grade level [2]
7-12 months below grade level [3]
13-18 months below grade level [4] (57)
19-24 months below grade level [5]
more than 24 months below grade level [6]
Did not use grade equivalent scores to select participants [7]

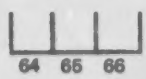
11. How many public school attendance centers are there in your school district?



12. How many of those attendance centers qualify as "eligible" for Title I activities as a result of your needs assessment?



★ 13. In how many of those attendance centers have Title I activities been conducted in the 1975 summer school term?



★ 14. Which of these activities are components of the Title I program conducted in your district in the 1975 summer school term?

(Circle the appropriate boxes.)

Reading [1]
Math [2]
Social Sciences [3]
Sciences [4]
Language Arts [5] (67-72)
Vocational Education [6]
Speech Therapy [7]
Guidance/Counselling [8]
Dental Assistance [9]
Medical Assistance [a]
Home Visitation/Social Work [b]
Learning Disabilities [c]
Food/Meals [d]
Physical Education [e]
Other _____ [f]
(Specify)

The next two questions (No. 15 and No. 16) apply only if you had a Summer Title I Reading activity.

★ 15. Which (if any) of these commercially available reading materials are employed in your Summer Title I reading activities?

Alpha One	1	
Barnell-Loft	2	
New Century Education	3	
Hoffman	4	
E.D.L.(Educational Development Lab)	5	
Lyons and Carnahan	6	
SRA Kits	7	
Fountain Valley	8	
Psycho-Technics	9	
Wisconsin Design	a	(73-79)
Sounds of Language	b	
Reader's Digest Skill Builder	c	
Bowmar	d	
Scholastic	e	
Benefic Press	f	
Random-Singer	g	
Systems 80	h	
McGraw-Hill	i	
Economy Company	j	
Continental Press	k	
Be a Better Reader Series	l	
Tape cassettes (from various sources)	m	
Programmed learning materials (from various sources)	n	
Other _____ (Specify)	o	
None—Used no commercially available materials	p	

(80 = 1)

★16. Please rank the following reading skill areas in the order of emphasis placed on them in your Title I Summer Reading Program.

Put a one (1) beside the skill area which receives the most instructional emphasis, a two (2) beside the second most emphasized skill area . . . and so on.

Dictionary Skills	_____	(4)
Word meaning	_____	(5)
Comprehension	_____	(6)
Sight words	_____	(7)
Phonetic analysis	_____	(8)
Structural analysis	_____	(9)

17. How is the PAC activity organized in your district?

One Council (Building Committee) for each attendance center where Title I activities are conducted.	1	
One Council (Central Committee) for the school district as a whole.	2	(10)
Both of the above.	3	

18. How often does the PAC meet (on the average) in your district?

Once a week or more	[1]	(11)
Two or three times a month	[2]	
About once a month	[3]	
Once or twice a quarter	[4]	
Two or three times a year	[5]	
Less than twice a year	[6]	

19. How many members does your districtwide PAC have? . . . . . [ ][ ] (12-13)

20. What is the average number of PAC members in each attendance center Council? . . . . . [ ][ ] (14-15)

21. What percent of all PAC members in your district are . . .

Parents of Public-School Title I participants?	____%	(16-17)
Parents of Non-Public School Title I participants?	____%	(18-19)
Public School Staff Members?	____%	(20-21)
Non-Public School Staff Members?	____%	(22-23)
Other?	____%	(24-25)

Total should equal 100%

22. Have PAC members been familiarized with Title I guidelines and regulations?	Yes No	[1] [2]	(26)
23. Do PAC members receive the Title I Newsletter?	Yes No	[1] [2]	(27)
24. Are PAC members involved in setting Title I program objectives?	Yes No	[1] [2]	(28)
25. Do PAC members review your Title I program application draft prior to submission?	Yes No	[1] [2]	(29)
26. Does the local PAC review and comment on your final program application prior to its submission?	Yes No	[1] [2]	(30)
27. Is the PAC involved in evaluating your Title I program?	Yes No	[1] [2]	(31)
28. Do PAC members routinely visit Title I activities in operation?	Yes No	[1] [2]	(32)

29. How much Title I money was spent for the support of the PAC(s) in your district this year? (Materials, postage, mileage, babysitting, refreshments, etc.)

$ [ ][ ][ ][ ][ ][ ] (33-38)

Please estimate if you do not know the exact amount.

These next few questions concern staff personnel involved in your Title I program.

30. Do Title I Teachers receive in-service training?

Yes [1] (39)
No [2] (Skip question no. 32)

31. If YES: How do they normally receive in-service training?

> In-Service Training as used here means formal training designed to enhance or upgrade knowledge and skills.
>
> In-Service Training does not include knowledge and skill building as a result of practice and experience on the job.

Circle the one or two most often used methods.

Local Workshops/Seminars [1]
State or Regional Workshops/Seminars [2] (40-41)
College classes for credit [3]
Professional Consultation [4]
Visits to schools or classrooms elsewhere [5]
Other [6]

32. Do Title I Teacher Aides receive in-service training?

Yes [1] (42)
No [2] (Skip question no. 34)

33. If YES: How do they normally receive in-service training?

Circle the one or two most often used methods.

Local Workshops/Seminars [1]
State or Regional Workshops/Seminars [2] (43-44)
College classes for credit [3]
Professional Consultation [4]
Visits to schools or classrooms elsewhere [5]
Other [6]

34. Do Teachers and Teacher Aides routinely receive in-service training jointly or separately?

Jointly [1]
Separately [2] (45)
Both [3]

35. Please rank the items at right in order of In-Service training emphasis among your Title I Teachers.

> Put a 1 beside the area which receives the most In-Service training emphasis, a 2 beside the second most emphasized, and so on . . .

Reading _____ (46)
Math _____ (47)
Other Areas _____ (48)

36. Please rank the items at right in order of In-Service training emphasis among your Title I Teacher Aides.

Reading _____ (49)
Math _____ (50)
Other Areas _____ (51)

37. On the average, how many hours of In-Service Training did each Title I Teacher receive during the 1974-1975 school year?

Use whole hours.

52 53 54

38. On the average, how many hours of In-Service Training did each Title I Teacher Aide receive during the 1974-1975 school year?

Use whole hours.

55 56 57

39. How much Title I money was spent on In-Service Training for Title I staff persons during the 1974-1975 school year?

Please estimate if you do not know exact amount.

$ 58 59 60 61 62 63

As we attempt to get a picture of the costs involved in evaluation, we need your best estimates of the following costs for Title I summer activities in your district:

★40. Cost of Testing Materials — $ 64 65 66 67 68 69

★41. Cost of staff time (including teacher time) to administer, score, record, pre-test and post-tests — $ 70 71 72 73 74 75 (80 = 2)

★42. Cost of staff time to prepare this report — $ 4 5 6 7 8 9

★43. Cost for services of a local project evaluator—if any (exclude costs which were included in 41 or 42 above) — $ 10 11 12 13 14 15

★44. TOTAL — $ 16 17 18 19 20 21

★45. Of the Total Cost listed above, how much was paid by Title I money? — $ 22 23 24 25 26 27 (80 = 3)

TITLE I STAFF

On Page 11, is a Staff Roster Form to be used in reporting information regarding staff persons involved in your summer Title I program. The form may be reproduced locally. Instructions for completing the form are printed below.

STAFF ROSTER FORM
—Instructions—

Column

(1–3) USD No. Enter your U.S.D. number in the spaces provided at the top of the form.

Title I Staff Personnel

Please list, by name, all staff persons who worked (full time or part time) in your summer term Title I program. List the names in any convenient order. Please include the names of persons who were volunteer workers as well as those who were compensated with Title I funds. Use as many of the Staff Roster Forms as required to list all Title I summer staff personnel.

> Note: The list of names is for your convenience. After you have completed the forms (and duplicated the forms for your records) you may cut off the names before submitting the Roster Forms.

(4–6) Staff Identification Number

After you have listed all staff personnel, begin with the first name on the first sheet and assign an Identification Number to each listed individual. Begin with number one (1) for the first person listed on the first sheet and continue numbering consecutively through the last person listed on the last sheet.

(7–8) Full Time or Part Time

Indicate with an "X" in the appropriate column, whether that person worked full-time or part-time in your summer Title I program. Full time is defined as at least six (6) hours per day and at least 5 days per week, or at least 30 payroll hours per week.

(9–17) Teachers

For each person who was a Title I Teacher, indicate with an "X" in the appropriate column(s) the Title I area(s) in which that person taught. One person may (if appropriate) have an "X" in more than one of the columns. For example, if a Teacher taught Title I Elementary Reading and also Title I Elementary Social Science, then an "X" should be placed in both column (11) and in column (14).

(23) Teacher Aides

For each person who was a Title I Teacher Aide, indicate with an "X" in the appropriate column(s) the area(s) in which that Teacher Aide worked.

(24–31) Staff Persons Other Than Teachers or Teacher Aides

For each staff person whose function was other than that of Teacher or Teacher Aide, indicate with an "X" in the appropriate column(s) the area(s) in which that person worked.

(32) Volunteers

For each Title I summer staff person whose Title I work was volunteer (not compensated with Title I funds), enter an "X" in this column. Leave this column blank for compensated personnel.

ROSTER

STAFF PEOPLE WHO WORKED IN SUMMER TERM TITLE I PROGRAM

PERSON'S NAME	USD No. (1) (2) (3) — Identification Number			Person Worked in Title I Program: Full-Time	Part-Time	TEACHERS: Pre-Kindergarten	Kindergarten	Elementary Reading	Elementary Math	Elementary Science	Elementary Social Science	Elementary Language Arts	Elementary-Other Subjects	Secondary - (Any Subject)	TEACHER AIDES: Reading	Math	Science	Social Science	Language Arts	Other	Other than Teacher or Teacher Aide: Speech Therapist	Psychologist	Nurse	Social Worker	Tutor	Clerical	Administrator	Other	If this person is a volunteer (not compensated) mark this column.
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32

SUMMER
TITLE I EVALUATION REPORT
PART II

Student Information

In this part you are asked to supply information regarding the participants in your Title I summer term program.

Please complete the chart on the following page. Fill out the columns corresponding to those activities included in your summer Title I program.

In addition, for each student who participated in summer Title I Reading or Math activities, complete a Student Evaluation Form (Page 17, Reading Page 19, Math). We suggest that Title I Reading and Math teachers be provided with a sufficient quantity of these forms at the beginning of the summer program.

Number of Summer Title I Participants — USD No. _____ (1 - 3)

— by Grade and by Activity —

(4 - 5) Grade	(6 - 9) Reading	(10-13) Math	(14-17) Social Science	(18 - 21) Science	(22 - 25) Language Arts	(26 - 29) Vocational Education	(30 - 33) Physical Education	(34-38) Other	(39 - 42) Total	(43 - 46) Unduplicated Count All Activities	
Pre-K											(80 = 1)
K											(80 = 2)
1											(80 = 3)
2											(80 = 4)
3											(80 = 5)
4											(80 = 6)
5											(80 = 7)
6											(80 = 8)
7											(80 = 9)
8											(79-80=10)
9											(79-80=11)
10											(79-80=12)
11											(79-80=13)
12											(79-80=14)
Ungr.											(79-80=15)
Total											

How many Summer Title I students also participated in 1974-1975 Regular Term Title I Program . . . . . _____ (47 - 50)

How many Summer Title I students were . . .

White . . . . . _____ (51 - 54)

Black . . . . . _____ (55 - 58)

American Indian . . . _____ (59 - 62)

Puerto Rican . . . . _____ (63 - 66)

Mexican American . . _____ (67 - 70)

Oriental . . . . . _____ (71 - 74)

Other . . . . . _____ (75 - 78) (79-80=16)

TOTAL _____

Should be same as unduplicated count total at right above.

98

Name of Student

(Cut off name before submitting to KSDE.)

Teacher: Fill out one Student Evaluation Form for each summer Title I Reading student.

STUDENT EVALUATION FORM

Summer Title I

READING

USD No. _____ (1 - 3)

KSDE Use [1] (4 - 7)

Grade Level _____ (8 - 9)

Reading Skill Areas		At the beginning of the Summer this student's skill is . . .				At the end of the Summer program, this student has shown . . .				
		Well Below Normal	Slightly Below Normal	Normal or Above		Very little if any Improvement	Slight Improvement	Moderate Improvement	Much Improvement	
Dictionary Skills	1.	1	2	3	(10)	7. 1	2	3	4	(16)
Word Meaning	2.	1	2	3	(11)	8. 1	2	3	4	(17)
Comprehension	3.	1	2	3	(12)	9. 1	2	3	4	(18)
Sight Words	4.	1	2	3	(13)	10. 1	2	3	4	(19)
Phonetic Analysis	5.	1	2	3	(14)	11. 1	2	3	4	(20)
Structural Analysis	6.	1	2	3	(15)	12. 1	2	3	4	(21)

For each skill area put an "X" in the box which best describes the student's skill level at the beginning of the summer program.

For each skill area, put an "X" in the box which best describes the student's progress during the summer program.

You need evaluate each student only in those skill areas in which you will provide instruction during the summer program.

If you think explanatory comment is needed, use this space.

Name of Student

(Cut off name before submitting to KSDE.)

Teacher: Fill out one Student Evaluation Form for each summer Title I Math student.

STUDENT EVALUATION FORM

Summer Title I

MATHEMATICS

USD No. _____ (1 - 3)

KSDE Use [2] (4 - 7)

Grade Level _____ (8 - 9)

Math Skill Areas		At the beginning of the Summer this student's skill is . . . Well Below Normal	Slightly Below Normal	Normal or Above			At the end of the Summer program, this student has shown . . . Very little if any Improvement	Slight Improvement	Moderate Improvement	Much Improvement	
Comprehension of Numeration System	1.	1	2	3	(10)	7.	1	2	3	4	(16)
Basic Addition/Subtraction	2.	1	2	3	(11)	8.	1	2	3	4	(17)
Basic Multiplication/Division	3.	1	2	3	(12)	9.	1	2	3	4	(18)
Concepts/Operations with Fractions/Decimals	4.	1	2	3	(13)	10.	1	2	3	4	(19)
Measures/Calculations for Lengths/Areas/Volumes	5.	1	2	3	(14)	11.	1	2	3	4	(20)
Algebraic Concepts/Operations	6.	1	2	3	(15)	12.	1	2	3	4	(21)

For each skill area put an "X" in the box which best describes the student's skill level at the beginning of the summer program.

For each skill area, put an "X" in the box which best describes the student's progress during the summer program.

You need evaluate each student only in those skill areas in which you will provide instruction during the summer program.

If you think explanatory comment is needed, use this space.

C. Regular Term Student Data Summary (computer printout)

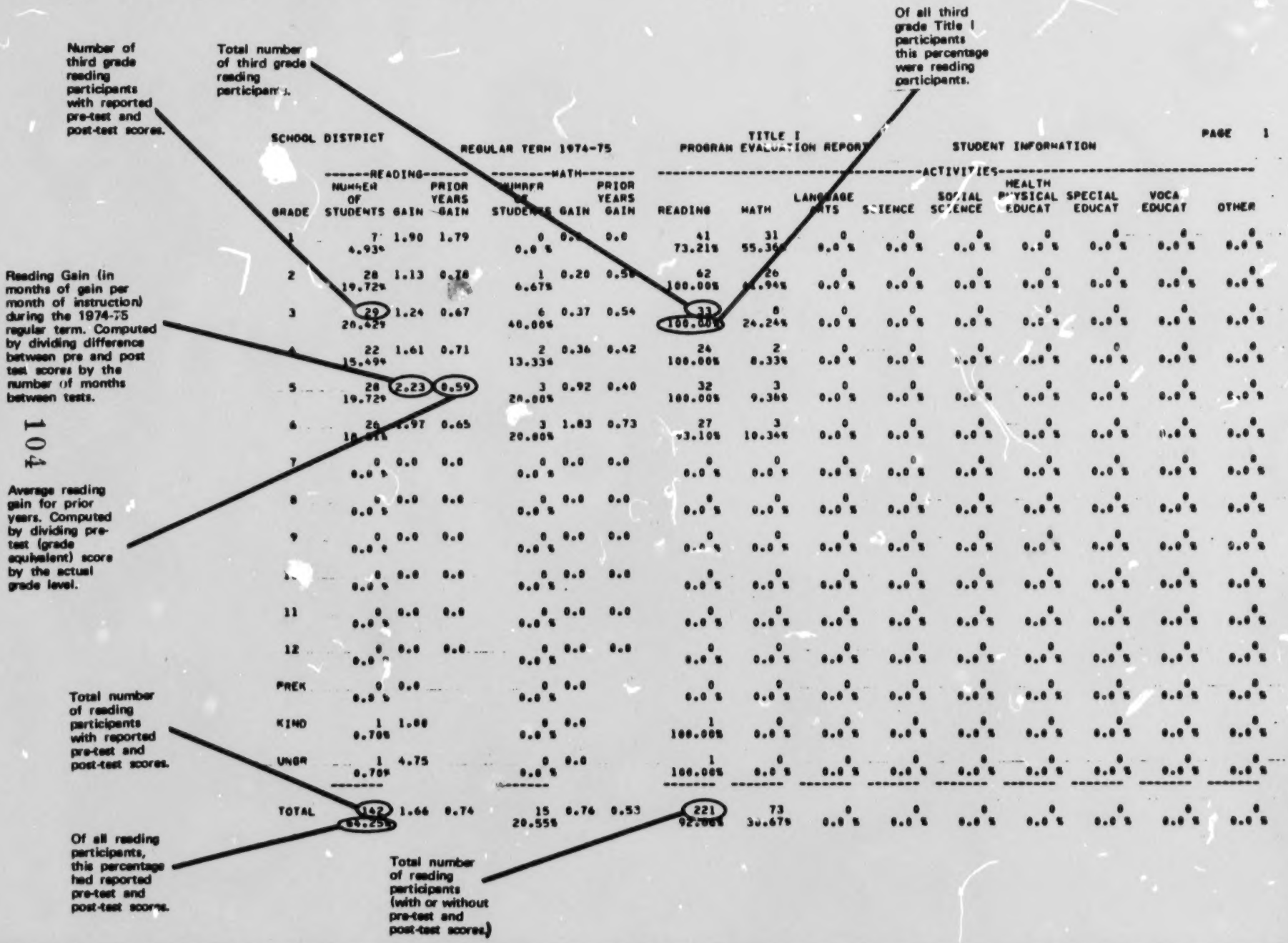
STATEWIDE SUMMARY — REGULAR TERM 19 4-75 — TITLE I PROGRAM EVALUATION REPORT — STUDENT INFORMATION — PAGE 1

GRADE	READING: NUMBER OF STUDENTS	READING: GAIN	READING: PRIOR YEARS GAIN	MATH: NUMBER OF STUDENTS	MATH: GAIN	MATH: PRIOR YEARS GAIN	ACTIVITIES: READING	MATH	LANGUAGE ARTS	SCIENCE	SOCIAL SCIENCE	HEALTH PHYSICAL EDUCAT	SPECIAL EDUCAT	VOCAT EDUCAT	OTHER
1	1249 6.34%	1.16	1.22	629 14.40%	1.18	1.30	2644 83.07%	1345 41.40%	23 0.71%	9 0.28%	0 0.0 %	12 0.37%	6 0.18%	4 0.12%	548 16.87%
2	517 7.86%	1.34	0.76	754 17.74%	1.09	0.86	4278 60.80%	1334 28.33%	50 1.06%	4 0.08%	0 0.0 %	10 0.21%	5 0.11%	7 0.15%	585 12.42%
3	3387 17.20%	1.27	0.70	567 13.34%	1.45	0.76	3819 90.45%	900 21.43%	26 0.62%	4 0.10%	0 0.0 %	1 0.02%	1 0.02%	8 0.19%	507 12.07%
4	3281 16.99%	1.16	0.67	696 16.33%	1.29	0.74	3694 89.59%	1049 25.44%	59 1.43%	7 0.17%	0 0.0 %	0 0.0 %	1 0.02%	8 0.19%	562 13.63%
5	2932 14.84%	1.28	0.66	593 13.95%	1.40	0.72	3262 90.16%	820 22.66%	68 1.88%	6 0.17%	2 0.06%	0 0.0 %	4 0.11%	2 0.06%	504 13.93%
6	2476 12.54%	1.32	0.64	522 12.27%	1.50	0.71	2756 88.67%	787 25.32%	55 1.77%	3 0.10%	0 0.0 %	2 0.06%	7 0.23%	0 0.0 %	494 15.89%
7	1362 6.92%	1.76	0.64	256 6.07%	1.31	0.73	1492 85.21%	312 17.82%	110 6.28%	5 0.29%	0 0.0 %	0 0.0 %	21 1.20%	0 0.0 %	16 0.91%
8	718 3.65%	1.66	0.64	164 3.95%	1.54	0.71	829 81.04%	243 23.75%	59 5.77%	4 0.39%	0 0.0 %	0 0.0 %	36 3.52%	0 0.0 %	21 2.05%
9	422 2.14%	1.34	0.[illegible]	33 0.79%	1.56	0.63	476 75.92%	100 15.95%	33 5.26%	0 0.0 %	0 0.0 %	0 0.0 %	53 8.45%	0 0.0 %	31 4.94%
10	80 0.41%	1.14	0.62	0 0.0 %	—	—	105 59.32%	2 1.13%	16 9.04%	0 0.0 %	0 0.0 %	0 0.0 %	40 22.60%	0 0.0 %	30 16.95%
11	32 0.16%	1.20	0.54	1 0.02%	—	—	49 66.22%	2 2.70%	11 14.86%	0 0.0 %	0 0.0 %	0 0.0 %	8 10.81%	0 0.0 %	15 20.27%
12	25 0.13%	1.41	0.59	0 0.0 %	—	—	41 45.42%	2 4.17%	9 18.75%	0 0.0 %	0 0.0 %	0 0.0 %	1 2.08%	0 0.0 %	4 8.33%
PREK	36 0.18%	2.66		4 0.19%	0.98		81 2.31%	17 4.68%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	283 77.96%
KIND	50 0.25%	1.12		15 0.36%	1.07		1455 75.98%	1548 80.84%	5 0.26%	0 0.0 %	0 0.0 %	1 0.05%	0 0.0 %	0 0.0 %	966 50.44%
UNGR	120 0.61%	1.68		7 0.16%	1.12		124 96.70%	14 10.61%	7 5.30%	0 0.0 %	0 0.0 %	0 0.0 %	1 0.76%	0 0.0 %	6 4.55%
TOTAL	19444 78.25%	1.33	0.72	4750 50.15%	1.31	0.84	25159 86.41%	8475 29.11%	531 1.82%	42 0.14%	2 0.01%	26 0.09%	184 0.63%	29 0.10%	4572 15.70%

STATEWIDE SUMMARY — REGULAR TERM 1974-75 — TITLE I PROGRAM EVALUATION REPORT — STUDENT INFORMATION — PAGE 2

GRADE	MALE	FEMALE	PUBLIC	NON PUBLIC	WHITE	BLACK	AMERICAN INDIAN	PUERTO RICAN	MEXICAN AMERICAN	ORIENTAL	OTHER	TOTAL STUDENTS
1	2061 60.87%	1322 39.04%	3238 95.63%	144 4.25%	2369 69.96%	696 20.56%	51 1.51%	2 0.06%	161 4.75%	9 0.27%	58 1.71%	3386 11.56%
2	2817 59.74%	1895 40.20%	4478 94.95%	235 4.99%	3458 73.36%	951 20.17%	40 0.85%	4 0.08%	197 4.18%	6 0.13%	32 0.68%	4714 16.09%
3	2574 61.20%	1617 38.45%	4026 95.72%	177 4.21%	3036 72.25%	924 21.97%	45 1.07%	2 0.05%	127 3.02%	7 0.17%	21 0.50%	4206 14.36%
4	2534 61.30%	1600 38.70%	3932 95.11%	197 4.77%	2856 69.09%	1000 24.19%	30 0.73%	5 0.12%	174 4.21%	9 0.22%	27 0.65%	4134 14.11%
5	2114 58.41%	1505 41.59%	3488 96.38%	131 3.62%	2514 69.47%	869 24.01%	31 0.86%	0 0.0 %	146 4.03%	10 0.28%	22 0.61%	3619 12.36%
6	1839 59.15%	1269 40.82%	2681 95.88%	111 3.57%	2010 65.29%	863 27.76%	18 0.58%	2 0.06%	113 3.63%	12 0.39%	28 0.90%	3109 10.61%
7	1073 61.21%	679 38.73%	1720 98.12%	33 1.88%	1498 85.48%	183 10.44%	8 0.46%	0 0.0 %	63 3.59%	2 0.11%	4 0.23%	1753 5.99%
8	665 62.99%	378 36.91%	1005 98.14%	18 1.76%	868 84.77%	110 10.74%	6 0.59%	0 0.0 %	31 3.03%	0 0.0 %	2 0.20%	1024 3.50%
9	427 67.88%	200 31.80%	628 99.84%	0 0.0 %	456 72.50%	113 17.97%	5 0.79%	1 0.16%	34 5.41%	1 0.16%	8 1.27%	629 2.15%
10	146 82.02%	32 17.98%	178 100.00%	0 0.0 %	136 76.40%	24 13.48%	2 1.12%	0 0.0 %	1 0.56%	0 0.0 %	1 0.56%	178 0.61%
11	55 74.32%	18 24.32%	74 100.00%	0 0.0 %	58 78.38%	8 10.81%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	74 0.25%
12	35 72.92%	13 27.08%	48 100.00%	0 0.0 %	37 77.08%	0 0.0 %	1 2.08%	0 0.0 %	0 0.0 %	0 0.0 %	1 2.08%	48 0.16%
PREK	181 49.86%	181 49.86%	362 99.72%	0 0.0 %	134 36.91%	216 59.50%	3 0.83%	0 0.0 %	6 1.65%	0 0.0 %	3 0.83%	363 1.24%
KIND	1043 54.32%	877 45.68%	1911 99.53%	9 0.47%	935 48.70%	772 40.21%	5 0.26%	3 0.16%	141 7.34%	7 0.36%	54 2.81%	1920 6.56%
UNGR	81 61.36%	51 38.64%	132 100.00%	0 0.0 %	105 79.55%	26 19.70%	0 0.0 %	1 0.76%	0 0.0 %	0 0.0 %	0 0.0 %	132 0.45%
TOTAL	17625 60.18%	11637 39.73%	28199 96.28%	1049 3.58%	20483 69.93%	6755 23.06%	245 0.83%	20 0.07%	1194 4.08%	63 0.22%	261 0.89%	29289

PAGE 1 – READING & MATH GAINS BY GRADE LEVEL



Number of third grade reading participants with reported pre-test and post-test scores.

Total number of third grade reading participants.

Of all third grade Title I participants this percentage were reading participants.

Reading Gain (in months of gain per month of instruction) during the 1974-75 regular term. Computed by dividing difference between pre and post test scores by the number of months between tests.

Average reading gain for prior years. Computed by dividing pre-test (grade equivalent) score by the actual grade level.

Total number of reading participants with reported pre-test and post-test scores.

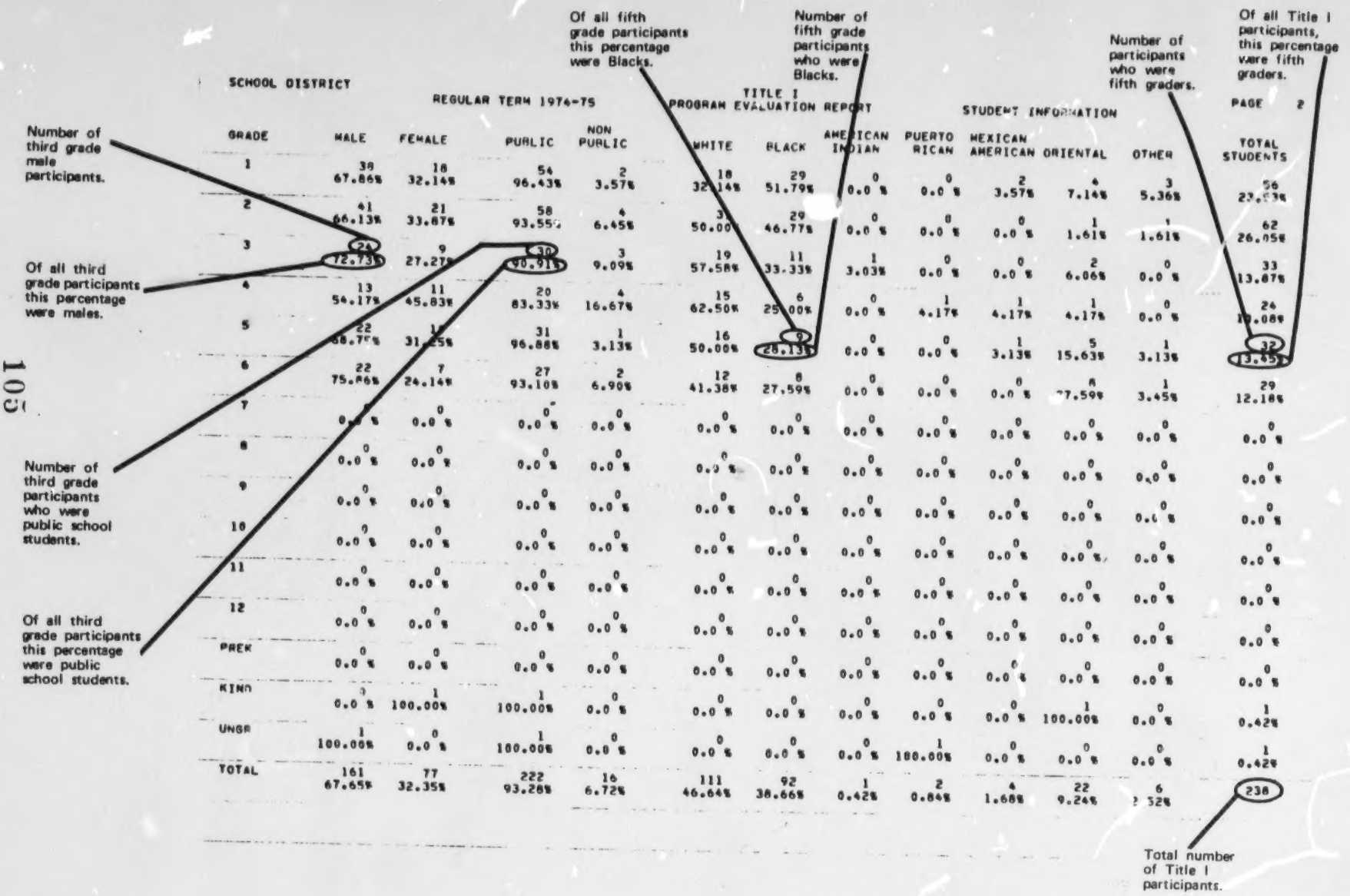
Of all reading participants, this percentage had reported pre-test and post-test scores.

Total number of reading participants (with or without pre-test and post-test scores)

SCHOOL DISTRICT — TITLE I PROGRAM EVALUATION REPORT — REGULAR TERM 1974-75 — STUDENT INFORMATION — PAGE 1

GRADE	READING: NUMBER OF STUDENTS	READING: GAIN	READING: PRIOR YEARS GAIN	MATH: NUMBER OF STUDENTS	MATH: GAIN	MATH: PRIOR YEARS GAIN	ACTIVITIES: READING	MATH	LANGUAGE ARTS	SCIENCE	SOCIAL SCIENCE	HEALTH PHYSICAL EDUCAT	SPECIAL EDUCAT	VOCA EDUCAT	OTHER
1	7 4.93%	1.90	1.79	0 0.0 %	0.0	0.0	41 73.21%	31 55.36%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
2	28 19.72%	1.13	0.78	1 6.67%	0.20	0.58	62 100.00%	26 41.94%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
3	29 20.42%	1.24	0.67	6 40.00%	0.37	0.54	33 100.00%	8 24.24%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
4	22 15.49%	1.61	0.71	2 13.33%	0.36	0.42	24 100.00%	2 8.33%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
5	28 19.72%	2.23	0.59	3 20.00%	0.92	0.40	32 100.00%	3 9.38%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
6	26 18.31%	0.97	0.65	3 20.00%	1.83	0.73	27 93.10%	3 10.34%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
7	0 0.0 %	0.0	0.0	0 0.0 %	0.0	0.0	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
8	0 0.0 %	0.0	0.0	0 0.0 %	0.0	0.0	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
9	0 0.0 %	0.0	0.0	0 0.0 %	0.0	0.0	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
10	0 0.0 %	0.0	0.0	0 0.0 %	0.0	0.0	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
11	0 0.0 %	0.0	0.0	0 0.0 %	0.0	0.0	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
12	0 0.0 %	0.0	0.0	0 0.0 %	0.0	0.0	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
PREK	0 0.0 %	0.0		0 0.0 %	0.0		0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
KIND	1 0.70%	1.00		0 0.0 %	0.0		1 100.00%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
UNGR	1 0.70%	4.75		0 0.0 %	0.0		1 100.00%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
TOTAL	142 84.25%	1.66	0.74	15 20.55%	0.76	0.53	221 92.06%	73 30.67%	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %

PAGE 2 – DISTRIBUTION OF PARTICIPANTS BY SEX, PUBLIC/NON-PUBLIC, RACE


Number of third grade male participants.
Of all third grade participants this percentage were males.
Number of third grade participants who were public school students.
Of all third grade participants this percentage were public school students.
Of all fifth grade participants this percentage were Blacks.
Number of fifth grade participants who were Blacks.
Number of participants who were fifth graders.
Of all Title I participants, this percentage were fifth graders.
Total number of Title I participants.
SCHOOL DISTRICT
REGULAR TERM 1974-75
TITLE I PROGRAM EVALUATION REPORT
STUDENT INFORMATION
PAGE 2
GRADE
MALE
FEMALE
PUBLIC
NON PUBLIC
WHITE
BLACK
AMERICAN INDIAN
PUERTO RICAN
MEXICAN AMERICAN
ORIENTAL
OTHER
TOTAL STUDENTS
TOTAL 161 77 222 16 111 92 1 2 4 22 6 238